



Code of Conduct for Behaviour  
September 2024 - 2025

# Being Ready, Respectful and Safe



## Values and Aims

At Bedlington West End Primary School,

Our Children are taught to be: Ready, Respectful, Safe

This underpins everything we do at West End and is our code for high expectations for behaviour, you can feel, see, and hear it.

At West End we have a whole school agreed approach to universal provision. An agreed whole school approach is achieved when everyone – staff, children, and parents – have a shared understanding of what is an acceptable and unacceptable code of conduct for behaviour.

### **Unacceptable behaviours**

At West End we agree that the following behaviours are unacceptable

- Being rude and defiant towards adults and children.
- Refusing to complete work in class
- Disruptive behaviour which stops other children from learning.
- Disrespecting equipment and other's work.
- Shouting and verbal and/or physical aggression / Fighting
- Racism, sexism and any form of discrimination.
- Deliberately damaging displays and/or other children's work

### **West End's agreement**

**We agree** that through well-structured teaching where lessons are creative, engaging and the learning is scaffolded, we can support our pupils to learn to manage their own behaviour and take responsibility for it.

**We agree** that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.

**We agree** that it is essential that teachers and staff work hard to build their class community.

**We agree** that Ready, Respectful and Safe reflects all adult's behaviours and are promoted through everything we do.

**We agree** that 100% consistency from all staff will ensure this code of conduct is effective.

**We agree** that adults must continually reflect on their perspective, behaviours and attitudes to enforce this code of conduct

## **Consistent, calm adult behaviour**

### **(Non-negotiable expected from every adult in school)**

- Smile. Greet the children.
- Find out what makes our children feel important, valued, like they belong. Reward children for going 'over and above' expectations not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs. Mark moments with sincere private verbal praise.
- Show children their ideas and experiences have real value. '**Catch the good**'. Differentiate ways to celebrate achievement- not everyone wants to feel famous, but everyone wants to feel important.
- Class displays that demonstrate high expectations. Make children feel important for the behaviours that they show and not for the behaviours that they can't.
- You can never, ever give enough positive praise, yes, it is hard work, but it makes us all feel very happy.
- Dancing, cheering, singing and using humour are the most effective ways to celebrate something good.
- Make up your own class chants, cheers, dances when you want to catch the good.
- Have fun with your children – make them feel loved and cared for by you.
- Ready, respectful, safe – should be a mantra, it should cascade through every sentence you speak!
- Always refer back to your class rules.

**Be relentless, be positive, if you forget, that's ok - try again!**

## **The 5 golden rules for all adults to adhere to:**

- Link the conduct behaviours to being ready, respectful and safe and learning behaviours to our values and our learning tools. This difference is essential. ALWAYS CATCH THE GOOD and link to your class rules
- Be clear and consistent through a class charter, rules linked to being ready, respectful and safe. (Make it big, bold and use it!)
- High expectations for all, social and learning behaviours, differentiate for different children but don't make it obvious. Everyone hears the same message; do not over reward, and be consistent.
- Make it fun, achievable and celebrate this! Encourage children to support each other – teams/pairs work.
- Create an environment where doing well is possible for anyone; even the smallest of achievements.

## **Relentless Routines for adults – making this the West End way**

For our code of conduct to work and be successful, every adult must remember to:

**Language:** simple, clear expectations reflected in all conversations about behaviour – Ready, Respectful and Safe.

**Follow up:** Adults take responsibility for behaviour interventions, seeking support but never delegating.

**Positive reinforcement:** Routine procedures for encouraging and celebrating and rewarding always following through.

**Consequences:** Defined, agreed and applied established structures for more serious behaviours. Delivered in a respectful manner.

**Simple rules:** Refer to class rules and expectations. Reinforcing ready, respectful, safe.

**Respect from adults:** Even in the face of disrespectful learners, shouting is never acceptable.

**Reinforced rituals and routines:** For behaviour around school.

**Celebrate** and be explicit with your expectations.

### **Rewards**

**Class Dojo:** Rewarded for completing homework and returning reading books - children spend their individual points on prizes such as non uniform or hot chocolate.

**Marbles in the jar:** Given to individuals for excellence as a reward for the whole class to receive when the jar is full.

**House points:** Given to individuals for excellence as a reward for the House to receive a party each half term depending on who has the most points.

**Golden Book:** Individual children are chosen on a weekly basis for following the Golden rules or showing great Growth Mindset skills. Children are celebrated in a Golden Assembly in front of the whole school, receive a Golden sticker, a certificate and choose from the Golden box.

**Top Dog:** Children in years 1 to 3 choose a peer to be top dog based on the behaviour of the child all week. The Top Dog has the trophy on their table all week.

**Most Valued Player:** Children in years 4-6 are observed during the week to see who is following our school rules and going above and beyond without being asked. This person is then awarded the MVP award and have their photo on the wall, a certificate home and a special pencil. The pencil is a visible sign of who has been awarded MVP.

**Top Table:** UKS2 children have a top table award for the most polite and respectful table at lunchtime. They receive a sweet treat the following week.

## **Guidance to support our Code of Conduct**

### **Procedures to follow:**

- 1 – Gentle approach, personal, non-threatening, side on, eye level or lower.**
- 2 – State the behaviour that was observed and which rule was broken.**

*You need to understand that every choice has a consequence and your behaviour is disruptive/dangerous.*

**Ask the child:** What rule have you broken?

### **3 – Tell the learner what the sanction is.**

If you choose to (insert desired behaviour), that would be fantastic.

If you choose not to, then this will happen... (consequence)

#### **Immediately refer to previous good behaviour as a model for the desired behaviour.**

Do you remember earlier today when you... that's who I want to see now. I'll leave you to make your decision.

**Follow with:** You are going to be brilliant. I believe you can be a success. I care about what happens.

### **4 – Walk away; allow the learner time to decide what to do next.**

If there are comments as you walk away write them down and follow up later.

### **5 – Look around the room with a view to catch somebody following the rules.**

## **Restorative Follow up**

Restorative Practice is non-negotiable at West End, it underpins everything we do, relates to our values and our approach to teaching and learning, oracy. RP is used after a conflict between peers, it is our children's right and they expect this to happen. For RP to be successful

- Should not be delegated to a colleague
- Genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- Discusses the poor behaviour or incident: not the child's character.
- Addresses what happened, reinforces expectations and resets behaviours
- Platform to build relationships that change and improve behaviour for the long term.
- Opportunity for adults to reinforce there is no other place you would prefer children to be other than here at West End.

**What do I do if I am worried and need guidance and support?**

Here is a clear flow chart of what to do:

1. Discuss with behaviour lead; they will check if you have used the code of conduct and relationships are strong.
2. Behaviour lead will discuss with other leads and seek further guidance and support.
3. A plan will be put in place to support you and the child.

Parents *must be informed* about any inappropriate behaviours and notified about any decisions made and any consequences.

## Sanctions and roles

	<b>Consequence</b>	<b>Teachers to do</b>	<b>Children to know</b>
	Warning given	Give a warning which may be in the form of a yellow card or similar	You are starting to behave in a way that is not ready, respectful or safe. Think and stop this now before a sanction is needed.
	Exclusion from group/class/loss of playtime/class reward	Arrange with teacher and set work.	Complete work set by teacher – it is a reward to be part of our community.
	Short reflection time <b>within the classroom.</b>	Supervise	Thinking time is powerful.
	Child to attend Respect Club 12-12.20 with an SLT member	School adult: Ask child to attend respect club. SLT member asks the child how they have acted in a disrespectful way and how they could have behaved or responded in a respectful manner	It is not acceptable to speak or behave in a disrespectful manner to adults. Children will reflect on actions, words or choice and say how they would make better choices in the future. Complete sheet.
	Class teacher to ring parents or face to face explaining what has happened.	Teacher to call parents.	Parent engagement and working as a team – we want the best for you.
	Loss of privileges (classroom jobs, student council etc)	Own sanctions	Know that we are community and this is a responsibility.
	Structured conversation with parents with behaviour Lead	Arrange an appointment with parents, plan conversation.	It is now escalating and there are future consequences. Agree consequences at home.
	Behaviour contracts with children and parents	Discuss with behaviour lead	Sense of community responsibility.
	Internal exclusion for an agreed period of time.	Discuss this as an option as we are worried about suspension.	It is a reward to be part of our community.
	Suspension	Discuss with Headteacher	We will not tolerate this behaviour
If necessary, the exclusion policy will be adopted.			

Missing out on educational visits is **not** an acceptable consequence unless safety is an issue in which case parents can be invited to support, if this is appropriate.



# Behaviour contract

Name	
DOB	
Class Teacher	
Other staff	
SLT	

**Date:** This contract is effective from                      until

## Child's responsibilities:

- To be READY to learn,
- To be RESPECTFUL towards adults and children.
- To keep yourself and others SAFE

(List unacceptable behaviours)

## School responsibilities:

- To keep safe, help him/her to be ready and respectful in all that they do.
- Support to keep good relationships with other children.
- Support to sort out conflicts with other children and find better ways to deal with their emotions.

## Family responsibilities:

- Ensure 100% attendance and punctuality.
- Support and remind to be **Ready, Respectful and Safe.**
- Support school with agreed actions and any consequences.
- To check in with class teacher daily, sign behaviour contract.
- To attend the review meeting on ....

## Consequences:

If ..... is unable to meet the expectations and does not keep her/himself and others safe or is disrespectful the following consequences will be considered by Miss Ward.

1. Internal exclusion to help keep West End safe, during play and lunchtimes.
2. Reduced time in own class.
3. Fixed term suspension.
4. Permanent exclusion.

**Child's signature:**

**Parent's signature:**

**SLT's signature:**