



Promoting & Rewarding Positive Behaviour

Whitley Lodge Wonder League

At Whitley Lodge First School, we aim:

- To provide a happy, inclusive and secure atmosphere in which each child develops to the best of his/her ability.
- To present an attractive and stimulating environment in which children take pleasure in their learning and a pride in themselves and their environment.
- To help children acquire knowledge, skills and understanding through a curriculum that is differentiated and has breadth, balance and relevance.
- To foster a lively, enquiring mind in children by stimulating their curiosity and imagination.
- To encourage children to become active, independent learners and to make considered decisions when given choices.
- To promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To maintain and cultivate a sense of partnership and ownership with parents and the wider local community.
- To promote positive values and to make sure there are equal opportunities for all children.
- To celebrate and reward high standards in behaviour including making good choices, doing your best, being kind and supporting each other to be successful.

Whitley Lodge Wonder League - Aims and Expectations

At Whitley Lodge First School, we believe that good behaviour is central to a good education. We provide a calm, safe, inclusive and supportive environment in which each child develops to the best of their ability.

We promote and celebrate excellent behaviour and respectful, positive relationships across school. Positive behaviour and thoughtful working with others is recognised as an essential element of high standards within the classroom and extended school community including the playground.

We consider both the physical and mental health of our children and aim to nurture resilience, confidence and independence in order to prepare them for the next stage of their education and for life in a modern Britain.

Our aim is that every child and adult appreciate the need for good manners and consideration for others. We treat all children fairly and apply our behaviour policy in a consistent way. The school recognises, promotes and rewards good choices, attitudes and behaviour.

The key qualities that underpin this initiative are Kindness; Courage; Resilience, Perseverance & Honesty

Whitley Lodge Wonder League – School Reward System Explained

Children in Reception to Year 4 are divided into 5 seaside themed teams. Siblings belong to the same team.

- Dolphin
- Lobster
- Seahorse
- Seal
- Starfish

How it works:

- Wonder Points can be freely distributed by any adult in school
- One Wonder Point is extremely valuable and special
- Wonder Points cannot be withdrawn once they have been awarded
- Weekly classroom tally and stickers for the group with the most points
- Chosen pupils from each class are responsible for taking these to the foyer to fill up the tubes
- Year 4 school council with a responsible adult count the amount in each tube termly
- Final count takes place in the penultimate week and is announced in the assembly
- Each half term the winning team/fullest tubes earns a special prize
- Prize events takes place during the last week of the half term
- A winner's certificate is given to every child in the winning team and letter to parents

Equipment:

- Wonder Point coins
- Large containers filled with Wonder Points in each class
- Individually labelled pots to collect rewarded points
- Larger individual containers in foyer for weekly collection of points
- Large visual display in the foyer
- Wonder Award Certificates
- Wonder League cup

Promoting Positive Behaviour at Whitley Lodge

- Agree and display school rules
- Develop and agree a class code of conduct with pupils
- Set out clear guidelines for children with regards to appropriate behaviour
- Provide a consistent approach
- Use praise and positive reinforcement
- Congratulate children for their good choices
- Award children with Wonder Points
- Award two children with a Wonder Award certificate per week
- Give out tokens/stickers/stamps within lessons
- Use teaching styles that encourage empathy, co-operation, emulation and collaboration

- Provide collective worship opportunities that include themes to promote appropriate behaviour.
- Have regular class discussion with regards to good and not good behaviours
- Teach social and emotional skills through PSHE lessons

School Rules

- Be kind and helpful
- Play by the rules
- Listen carefully
- Tell the truth
- Look after property

Role of School Leaders

- School leadership team should be highly visible, with leaders routinely reinforcing high expectations for behaviours at all times
- Ensure behavioural expectations are shared with all members of staff across school
- Ensure new staff, supply staff, students and volunteers understand the rules, routines and reward system in school
- Support reward system with all equipment required to ensure successful implementation

Role of teachers and staff

- Develop a positive, calm and safe environment for all pupils
- Set clear boundaries for acceptable behaviour
- Seek out and celebrate improvements in learning
- Treat children and other adults with respect
- Enhance children's self esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Use rewards and sanctions clearly and consistently

Role of pupils

- Adhere to the agreed class code and the school code of conduct
- Conduct themselves in a calm and orderly manner in the school and the classroom
- Have a positive attitude to learning that allows them and others to learn
- Co-operate with staff, following reasonable instructions
- Show respect for the opinions and beliefs of others
- Take care of everyone's property and the school environment
- Develop a resilience to doing their best work

Role of Parents and Carers

- Get to know and support the school's Positive Behaviour Policy
- Show an interest in what their child does in school
- Talk to staff if they have any concerns about their child's wellbeing
- Respond to concerns raised by staff
- Attend meetings, reviews and workshops to support their children to be successful in school

Behaviour expectations and pupils with SEND

- Ensure the whole school approach meets the needs of all pupils, including pupils with SEND
- School will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible
- Behaviour will sometimes need to be considered in relation to a pupil's SEND
- When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided
- School to consider whether reasonable adjustments need to be made to the sanction in response to any specific needs of the pupil
- School should seek to understand the underlying causes of behaviour and whether additional support is needed

Procedures for dealing with low level disruption

We have a positive behaviour management system that encourages and rewards children when they make good choices. The school employs a range of sanctions to ensure a safe and positive learning environment if children are not making good choices. We employ each sanction appropriately to each individual situation.

A standard procedure for dealing with low level disruption is used throughout the school and is the usual way of dealing with behaviour situations.

In the playground, games of all kinds are encouraged and supported through a trained sports coach during several lunch times.

A timetable is available for use of equipment and the football area can be used to support the pupils.

Approach to low level disruption (in class)

- Reinforce positive behaviour and reward it
- Provide gentle reminders if children continue to disrupt
- Teacher offers a warning prior to administering class sanction
- Teacher administers class sanction ie time out of class or discussion at playtime

Approach to low level disruption (outside class)

- Teacher offers a warning prior to administering class sanction
- Short time standing with a member of staff or at the edge of the playground. The child is expected to apologise to the teacher and/or other children before continuing.
- Child to sit on the chairs in the foyer. Class teacher is notified.
- Sent to Assistant Headteacher / Headteacher.

Approaches to persistent disruptive behaviour see our [Behaviour Policy WLFS 2025](#).

Principles underlying this initiative - This initiative is based upon the rights and responsibilities of everyone within our school. The policy has been written using DfE Guidance Behaviour in Schools July 2022.

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)