

HOSE CHURCH OF ENGLAND PRIMARY SCHOOL BEHAVIOUR CURRICULUM

At Hose C of E Primary we develop children's character through our behaviour curriculum. In order to support this we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, kind and always consider others. We believe that as children practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. Our curriculum is underpinned by the following principles:

- Having clear and concise principles, routines, rewards and consequences that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see;
- Adaptive approaches, where needed, for specific children with additional needs

As philosopher Paul Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Long Term Curriculum Overview

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Teaching our curriculum

Our behaviour curriculum is taught explicitly during the first 2 weeks of the Autumn term, alongside all of our other National Curriculum subjects. Children will learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching techniques based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order will be taught in classrooms but then reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room', the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see



2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptions

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye contact with adults. Sensitivity will be applied at all times when teaching the curriculum.

Our Behaviour Principles

At Hose C of E Primary School, we have defined our three behaviour principles which are:

- Ready to learn
- Respectful
- Safe

We have then defined what these principles 'look like' and how a child can demonstrate their understanding of these principles:

WE ARE READY TO LEARN	WE ARE RESPECTFUL	WE ARE SAFE
<ul style="list-style-type: none"> • My body is calm and still • I give all of my attention to the speaker • I can show that I am focused on my work • I can engage with my learning • I can show a positive attitude 	<ul style="list-style-type: none"> • I can say please and thank you • I will hold doors open for others • I talk kindly to others • I can say good morning and afternoon to adults • I can accept responsibility if I make a mistake and say/show I am sorry • I can tidy up my own workspace and look after the classroom 	<ul style="list-style-type: none"> • I follow instructions from members of staff • I am kind to others through actions and words • I am kind and gentle with my hands • I follow school rules in school and online • I make sure all 6 feet are on the ground when I sit on a chair • I walk in and around school
PLAYGROUND BEHAVIOUR		
<ul style="list-style-type: none"> • I can move from classrooms to the playground and back again by walking calmly and quietly • I know to walk calmly to my class line when the bell rings • I know that I must play safely without hurting anyone • I know that we do not 'play fight' because we may hurt someone by accident 		



Hose C of E Primary School Routines

Attention Countdown

We use a countdown signal to gain the attention of the class. The following cues are explicitly taught to the children:

3 – children stop what they are doing and direct attention to the adult

2 – children put down any items they are holding, e.g. pencils / pens are placed on the table / floor in front of them

1 – children fold their arms or place their hands in their laps

Epic Walking

Children know that we move around school using Amazing Walking. They know that Amazing Walking means:

- Facing forward
- Walking in a straight line
- Hands by our side
- Without talking

We know that we use Amazing Walking to keep everyone safe in school and to make sure the learning of others is not disrupted as people move around school.

Epic Line-ups

Know that we line-up to move from one place to another around school using Amazing Line-Ups. Amazing Line-Ups means:

- Lining up in register order
- Facing forward
- Feet still
- Shoulders straight
- Standing silently

Epic Listening

Children know that we use Fantastic Listening in class. The first four rungs on our listening ladder remind us of the following:

- I give all of my attention to the speaker
- My body is calm and still
- I face the speaker

We know that we all do Amazing Listening to ensure everybody is able to learn without distractions. We also know that children who do not follow our school rules will have a consequence for this.

Manners

- Know that you should always say 'please' when you are asking for something.

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- Know that you should always say 'thank you' when you receive something or someone does something nice for you.
- Know that you should let any waiting adults through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is polite to give eye contact to the person you are talking to.
- Know that it is important to show gratitude to others by thanking people for what they have done for you.

We know that we are recognised for our good work and good behaviour via the recognition board in each classroom and by being awarded Dojo points.

As well as the behaviour principles and key expectations outlined above the children will also be taught the following:

Speaking in full sentences

- Know that I should be talking in full sentences
- Know that by talking in full sentences will help me to articulate my ideas clearly and concisely
- Know that speaking in full sentences will develop my oracy skills as well as my reading and writing skills
- Know that when the teacher models talking in a full sentence (I do), that I repeat back the sentence (you do)

Epic contributing

Know that we expect all children to contribute in class. Amazing contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said, e.g. "I agree with X's idea because..." or "I would like to build on X's idea....."

Classroom routines

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.
- Know that I should not have any objects on the table that distract me from my learning.
- Know that I should only have fiddle toys if my teacher has agreed it with my parent / carer.
- Know where you sit in class during lessons (including on the carpet)
- Know the routine for handing out exercise books in the classroom.
- Know that you should go to the toilet at playtime or lunchtime or if you have asked the adult in your class .
- Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning
- Know to get equipment out ready for the lesson and to look after it.
- Know that any deliberate damage to school equipment will incur a consequence.

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- Know that if you leave your chair you should tuck it back under the table quietly.
- Know how to put your hand up quietly to answer a question or participate in discussion.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know that answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.
- Know that if we are using mini-whiteboards we show our answers using the '3-2-1 Chin It' system where the board is placed under the chin.

Lunchtime

- Know where you line up for lunchtime and to wait quietly while the room is prepared.
- Know that you should use a quiet voice inside at lunchtime.
- Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
- Know that you should finish what you are eating before leaving your seat.
- Know how to use good manners during lunchtime, particularly when receiving food from the lunchtime servers.

Completing work in books

- Know that I should always work on the next available page unless told otherwise.
- Know that I should date every piece of work.
- Know that if I am writing a title, I must underline it with a ruler.
- Know that I should always write neatly and clearly, with joined up handwriting (if appropriate for my year group / stage).
- Know that I should always start writing from the margin.
- Know that in maths I should use one digit per box.
- Know that in maths I should always leave a one square space between calculations.
- Know that whenever I am drawing lines, I should use a ruler.
- Know how to correct mistakes by drawing a straight line through incorrect work.

School uniform

- Know that school uniform consists of:
 - Grey trousers, shorts, skirt or school dress (blue/white checked dress during the summer)
 - White or royal blue polo t-shirt
 - White shirt
 - Royal blue sweatshirt, fleece or cardigan (with or without school logo)
 - Dark or white socks or tights
 - Black shoes, flat and a sensible style for school (no trainers unless agreed with school staff)
- Know that our PE kit consists of:
 - Black shorts

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- White or royal blue crew neck t-shirt
- Black, blue or grey jogging bottoms
- Black, blue or grey jumper or full zip hooded top
- Trainers or plimsolls

Jewellery

- Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.

End of the day routine

- Know that pupils must stay in a straight line while walking out with their class teacher
- Know that they must stand in front of the teacher while waiting to be collected
- Know that they must not go home until the teacher has checked that the correct adult is picking them up.
- Know that these procedures are put in place to keep all children safe at home-time.

Attendance and punctuality

- Know that you must try to attend school every day.
- Know that you must try to arrive at school on time every day.
- Know that attending school on time every day is important so that you don't miss important learning.

Behaviour outside of school

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
- Know that you should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
- Know that our behaviour curriculum must be followed at all times.
- Know that all pupils follow our behaviour curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.