BEHAVIOUR CURRICULUM

Shine SUCCESSFUL HAPPY INSPIRED NURTURED EXCITED

FOURFIELDS COMMUNITY PRIMARY SCHOOL Shine

Behaviour Culture

WHAT IS THE AIM?

Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect and understanding of difference, in the drive towards equity and high aspirations for all. We aim to create of culture of exceptionally good behaviour: for learning, for community and for life.

We aim to build a community which values kindness, care, respect and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns we can promote good relationships throughout our school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Modelling the Culture

TEACHING THE CURRICULUM

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Fourfields learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across our school.
- The curriculum is taught explicitly during the first week in each school term alongside the traditional curriculum subjects.
- Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Fourfields learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year as part of daily classroom practice, interactions throughout the school day and in assemblies.
- Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.

The process for teaching behaviour explicitly is as follows:

IDENTIFY the behaviour that we expect

Explicitly **TEACH** behaviour

MODEL the behaviour that we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

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.

READY, RESPECTFUL, SAFE

Maintaining the CULTURE

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Be READY

- We arrive at school on time, every time.
- We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.
- We make sure we have the right equipment for the day. All children should bring their reading book and reading record with them every day.
- We take part fully in lessons and show resilience.

Be RESPECTFUL

- We always listen when an adult is talking.
- We always listen to pupils in our class when giving ideas and feedback. We may choose to challenge, build upon or agree with a classmate which is common practice throughout the school.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and never drop litter.
- We respect the law and the rules of school and society.
- We understand equity.

Be SAFE

- We follow instructions, first time, every time.
- We do not tolerate bullying of any kind.
- We walk sensibly around our school.
- We line up sensibly.
- We know who to go to for help and support.
- We stay safe online and outside school.
- We use equipment safely. .

SEND

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 are autistic may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.

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NURTURE PROVISION	THERAPUTIC THINKING	TRAUMA - INFORMED	NO OUTSIDERS
We offer a wide range of provisions to support the differing needs of pupils. These include but are not exclusively Forest School, therapy dog and ELSA sessions.	We are a therapeutic thinking school. Pupils are taught that poor behavior choices have educational or protective consequences. Pupils with specific behavioral needs may have a specific plan to support their needs.	At Fourfields we support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.	We believe that difference is importance and that no-one should be left out. We teach these principles through our assemblies and curriculum.

Our PUPILS will be taught and know.....

UNIFORM

- Know that we wear full uniform and it is worn correctly.
- Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately.
- Know that we can wear a watch/studs and no other jewelry.
- Know to wear/bring PE kit as appropriate.

ASSEMBLY

- Know that we enter/exit in silence and we walk into/out of the hall.
- Ensure uniform is worn correctly.
- Know the sitting space and in which order you line up.
- Know the expectations for sitting – we sit cross-legged with a straight back and hands still.
- Know that we face the assembly leader and face forwards with eyes on the speaker.
- Know that we use silent hands-up to contribute.
- Know that we use manners when speaking.
- Know that we participate actively – singing etc.

MOVING AROUND SCHOOL

- Know that we walk around school in silence during learning time.
- Know that we walk in a straight line.
- Know that we line up in our agreed line order.
- Know that we are polite and courteous to adults/other children with a greeting.
- Know that we open doors for others.
- Know that we pick up litter, coats and resources if on the floor or untidy.
- Know that we knock on and wait for permission to enter a room where appropriate, e.g. staffroom, office, another classroom.
- Know that we walk on the left hand side of the corridor.
- Know that we never enter the classroom during our lunch hour unless in the company of a member of staff, e.g. to retrieve a coat. If no member of staff is in a room you do not enter that room.

RESPECT - MANNERS

- Know that you should always say 'please' when you are asking for something.
- 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 or children through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to others if spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for you.
- Know that if you respect someone, you have a good opinion of their character or ideas.
- Know that being able to be trusted to do the right things that are expected of you without supervision.

DINING ROOM

- Know that we wash hands before eating.
- Know that we use a quiet voice and talk to the children opposite or adjacent to us only.
- Know that we line up – one behind the other, quietly.
- Know that when eating, we stay in our seats facing our food.
- Know that we use a knife and fork appropriately as taught in Foundation Stage.
- Know that we chew with our mouths closed.
- Know that we say please and thank you.
- Know that we put our hand up for adult attention.
- Know that we walk in the dining room.
- Know that if we have eaten a school dinner, we collect our own rubbish and put it in the bin.
- Know that if we have eaten a packed lunch, we take wrappers home.
- Know that we clear away our table space, cutlery, plate, cup and leave it tidy for the next person.
- Know that we ask an adult to leave the dining room.

ATTENDANCE

- 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 do not miss important learning and because you are a valued member of our school community.

MOVING TO THE LINE

- Know that we walk to the line sensibly.
- Know that we line up in the class agreed line order.
- Know that we tuck our chair in when leaving our seat.
- Know that we walk in a quiet, calm manner when leaving the classroom.

LINING UP

- Know that we place our arms by our side.
- Know that we face forward.
- Know that we stand with straight backs/good posture.
- Know that we line up in silence.
- Know that we walk in single file.

PLAYTIMES

- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that we do not use bad language whilst outside playing.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that you must walk in from playtime.
- Know that in KS2, when called, you must line up quickly with your class in two lines as directed by your teacher.

COMMUNAL AREAS

- Know that we are respectful of the learning environment.
- Know to take care of displays when lining up.
- Know to place all litter in a dustbin, do not walk past rubbish on the floor even if it does not belong to you.
- Know to walk around school in a quiet, sensible manner.
- Know that we pick up coats and place back on pegs/report to class teacher.

BEHAVIOUR OUTSIDE OF SCHOOL

- Know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully.
- Know that we 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.
- We know how to stay safe online and use technology sensibly and safely.
- We know who to go to help and support.
- Know that when we participate in competitions as part of a school team we represent the school and we should be fair and generous towards others, e.g. shaking hands with opponents, congratulating or commiserating another team.

READY TO LEARN

- Know how to follow the stopping strategy:
  '3' stop what you are doing
  '2' everything out of your hands
  '1' eyes on the front/eye contact with an adult with no noise.
- Know that we have good sitting posture:
  Ensure 6 feet on the floor
  tummy near table (TNT)
  bottoms in the back of their chair (BBC).
- Know that we keep our workspaces/resources tidy (before/during/after work).
- Know to be punctual.
- Know how to be ready for the lesson, e.g. had a drink, toilet break etc.
- Know that we do not wander around the classroom.
- Know that we treat equipment appropriately and with respect.

PRESENTATION IN BOOKS

We know how to set out our work in our books:

- Date – 6 digit format used in all books (with the exception of English)
- Date underlined with ruler and sharpened pencil
- Leading question– miss a line after date
- Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books.
- Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil
- Maths books – one digit one square question number followed by a dot a then one square. A line should be ruled down the centre of the page in most tasks. Each half is to be used as if it were a separate page.
- English books should have the full date written in words on the left hand side next to the margin.
- A line should be left in books after a completed piece of work for a new piece to be then started after that.

We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.

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Our ADULTS will model expected behaviours by...

RESPECTFUL - MANNERS

- Know that you should always say 'please' when you are asking for something.
- 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 or children through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to others if spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for you.
- Know that if you respect someone, you have a good opinion of their character or ideas. Know that being able to be trusted to do the right things that are expected of you without supervision.

UNIFORM

- Ensure uniform is correct at all times.
- Provide 'spare' correct uniform as appropriate.
- Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform.
- Be understanding and fair yet uphold the standards expected.
- Check uniform regularly, in line with the routines part of this document.
- Present themselves in appropriate dress, in line with staff policy.

ASSEMBLY

- Verbally remind children of expectations and praise children for meeting them.
- Organise class into class line order in the classroom.
- Ensure uniform is checked.
- Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils).
- Praise/remind children for following expectations of sitting and participation.
- Remind children to gain attention if necessary.
- Lead children into assembly modelling expectations.
- Actively engage with assembly.
- Ensure orderly exit from hall and return to class.
- Praise as appropriate.

MOVING AROUND SCHOOL

- Regularly remind class of expectations when moving through school.
- Line the class up – establish a class order.
- Check smartness of pupils before and after moving.
- In instances of unwanted behaviour – stop the class and recap expectations.
- Be polite and courteous to adults/others.
- Ensure children are not entering classrooms during lunchtime.

DINING ROOM

- Check uniform on entry and exit of dining hall.
- Support and model to pupils to use knife and fork.
- Remind pupils of expectations.
- Monitor the cleaning of plates and cutlery.
- Check and remind children of appropriate manners.
- Check spaces as pupils leave the eating space.
- Praise correct behaviour.

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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 as a valued member of our school community.

PLAYTIME BEHAVIOUR

- Encourage children to play safely without hurting anyone.
- Ensure that children do not 'play fight' because they may hurt someone by accident.
- Teach children to be kind, by including people in their games and sharing equipment.
- Teach children that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- The lead member of staff on duty at playtime should ensure that all children must walk in from playtime.
- In KS2 all teachers should be present at the end of lunchtime and children should be lined up in two lines directed by the class teacher.

MOVING TO THE LINE IN CLASS

- Use agreed stopping strategies.
- Ensure children line up in an order which is consistent.
- Praise or stop and reinforce expectations as required.

LINING UP

- Use agreed stopping strategies.
- Ensure children line up in an order which is consistent.
- Praise or stop and reinforce expectations as required.

READY TO LEARN

- Stop children using the agreed strategy:
  - '3' stop what you are doing
  - '2' everything out of your hands
  - '1' eyes on the front/eye contact with adult, no noise
- Establish, teach and model routines and expectations
- Greet children and adults on entry to the room
- Use clear instructional language
- Be on time to each lesson
- To be consistent in routines/behaviour/expectations
- Ensure allocated places for pupils – table/carpet
- Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, water bottles etc.
- Ensure workspaces/classroom is tidy, including their own desk
- Have the lining up order displayed in the classroom
- Use transitional songs /rhymes etc. where appropriate

COMMUNAL AREAS

- Ensure tidy work spaces including their desk area.
- Ensure all space outside their classroom is clutter free.
- Pick up any rubbish and place in the dustbin, do not walk past it.
- Ensure all displays are kept in good order.
- Pick up coats and place back on pegs / report to the class teacher.
- Praise/prompt children as required.

BEHAVIOUR OUTSIDE OF SCHOOL

- Teach children that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully.
- Teach that we should be considerate of other people arriving and leaving school.
- Teach that being considerate means thinking about other people's needs, wishes and feelings.
- Teach that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
- Teach online safety.
- Ensure children know who to go to for help and support.
- Teach children what good sportsmanship looks like and ensure this is implemented when attending inter-school competitions.

PRESENTATION IN BOOKS

- Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used
- Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in
- Follow the marking and feedback policy
- Model the expectations of presentation in their marking