



Behaviour Curriculum- Bentley High Street



September 2024

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The more I can keep a relationship free of judgment and evaluation, the more this will permit the other person to reach the point where he recognizes that the focus of evaluation, the center of responsibility, lies within himself.

Carl Rogers

Introduction

This document is the basis for planning and delivery within each year group for the school behavior curriculum. The key principle of this document is the belief and understanding that behavior is taught and not caught. This means that children should be taught how to behave and follow school expectations. Whilst the behavior policy outlines how behavior is managed, this document outlines how behavior is taught. This enables the establishment of a school culture where pupils and staff flourish.

It outlines the knowledge that should be taught:

- Routines and expectations
- Development of learning pedagogy.

Teachers should ensure that core knowledge is taught progressively so that all pupils know what good behaviour looks like. Some pupils may need additional support to reach the expected standard of behaviour. As stated within the behaviour policy, these children should be identified and offered additional intervention and support. However, as with any curriculum, targets should be developed and build progressively from their starting points. Therefore individual targets should be developed using this curriculum. The behaviour curriculum defines the expected behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. The behaviour curriculum includes the development of learning pedagogy. As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehavior. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours

Intent

1. Creation of school culture where staff and children flourish safely and with dignity.
2. All children are aware of what positive behaviour looks like.
3. Enable pupils to be self-reflective of their own behaviours
4. When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

Associated documents

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/670222/behaviour-in-schools-guidance.pdf)
- Improving behaviour in schools- EEF
- Trust/Academy Behaviour policy
- Academy PSHE curriculum

Academy Values

Our academy values are integral to the development of culture and our behaviour curriculum

EVERY CHILD, EVERY CHANCE, EVERY DAY

- Pupils/students within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.
- Every pupil/student will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.
- The amount of time pupils/students spend in education is infinite. We have a responsibility to ensure every moment a pupil/student is in an Exceed Learning Partnership Academy, must be spent productively. Once wasted, it is gone forever and cannot be given back.

At Exceed Learning Partnership our vision is to equip pupils/students with the knowledge, skills and mind-set to thrive and then take on the world

Our Ethos:



The meaning of our values to our pupils:

As part of the Exceed Learning Partnership we follow our core values of 'Inspire, Include, Integrity and Exceed' which we aim to uphold every single day, in every single session. We have worked collaboratively with our school council members to develop what our trust values mean to pupils in our school.

INSPIRE - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

INCLUDE - We are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

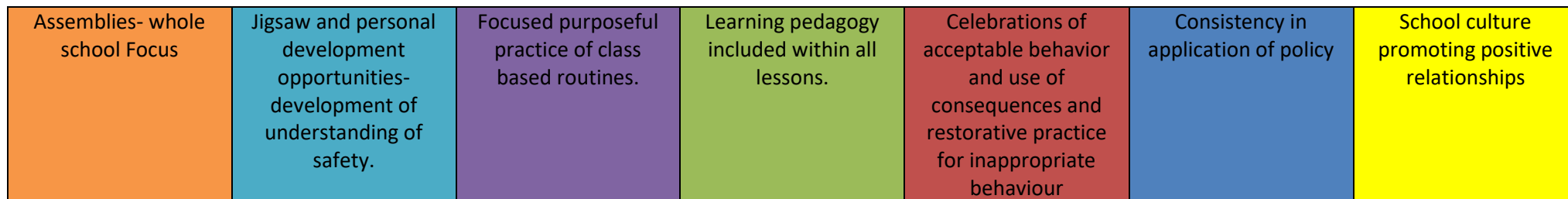
INTEGRITY - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

EXCEED - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

Our school Motto, '**Simply the Best**'

Implementation

We implement our intended behaviour curriculum through several deliberate and strategically planned approaches:



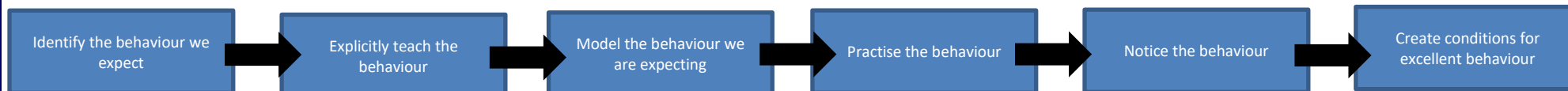
Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Academy learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. Routines and expectations are taught explicitly across the Autumn term alongside the traditional National Curriculum subjects. This enables routines and expectations to be revisited and to become automatic.

Children should learn the content of the curriculum so that they can recall the information and act upon it.

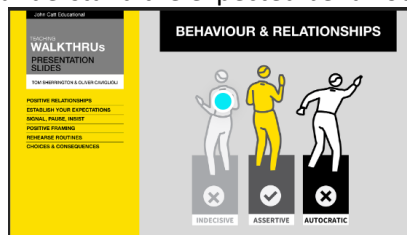
At the start of each term, the academy routines and expectations are revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice these (particularly in the first few days of term). It is expected that all pupils will know this content

Process for teaching expectations



Staff within the academy will receive regular training to ensure they understand the expected behaviour and so they are skilled in the process of teaching this.



Walthrus by Tom Sherrington and Oliver Caviglioli are also used to support staff understanding in implementation.

Academy Principles

Readiness	Respect	Safety
<ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We take part fully in lessons and try our best to exceed 	<ul style="list-style-type: none"> • We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • 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 	<ul style="list-style-type: none"> • 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.

Inclusion

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 must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary:

Thrive- The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

Team Teach- the positive behaviour management strategies that Team Teach develops and promotes an emphasis on team building, personal safety, communication, and verbal and non-verbal techniques for dealing with challenging behaviour which reduce the need for physical intervention.

Trauma informed- staff are trained to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning

Learning Pedagogy

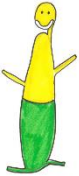

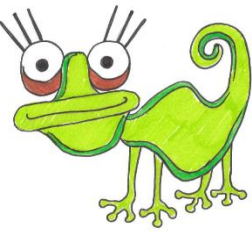
The purpose of focusing on learning behaviours is to support pupils in becoming successful independent learners. One of the key drivers within our school curriculum is that children develop skills for learning. Opportunities to develop these skills are incorporated across the curriculums so that children are able to make greater learning gains. In order to achieve the highest possible outcomes for all learners, pupils must understand that learning is a process not just an outcome on a test. This ethos is shared and promoted across the school community. This understanding allows the community to use a language that empowers learning.

The skills focused upon are personalised to our school and were identified when considering the learning barriers faced by our vulnerable pupils. These identified barriers are:

- Lack of motivation
- Low self-esteem
- Difficulties with concentration

- Barriers in their ability to communicate
- Lack of independence
- Peer pressure

The skills we focus on aim to combat these barriers and to be promoted in an accessible way for all families

<p>Motivated Monty</p>  <p>(motivation, resilience and commitment)</p>	<ul style="list-style-type: none"> • Being able to bounce back quickly without causing stress. • Never getting distracted and persevering with their learning, showing good 'stickability'. • Engage actively with issues that affect them and those around them. • Play a full part in the life of the school • Never giving up and striving to achieve • Respond positively to change
<p>Communicating Cosmo</p>  <p>(oracy, teamwork and showing empathy)</p>	<ul style="list-style-type: none"> • Being able to work confidently with others • Being able to effectively communicate their ideas and understanding • Discuss issues of concern, seeking resolution • Present a persuasive case for action • Propose practical ways forward • Try to influence others, negotiating and balancing diverse views • Work confidently with others, adapting to different contexts and taking responsibility for their own role • Listen and take account of others' views • Form collaborative relationships, resolving issues and reaching agreed outcomes • Adapt behaviours to suit different roles and situations • Show fairness and consideration towards others
<p>Independent Iris</p>  <p>(self-awareness)</p>	<ul style="list-style-type: none"> • Self-awareness having a clear perception of your personality. • Children understand their own strengths and weaknesses • Children take responsibility for their own learning • Plan what to do and how to go about it • Evaluate their strengths and limitations as learners • Review their work and act on outcomes • Set themselves realistic goals and criteria for success • Monitor their own performance and progress • Invite feedback and deal positively with praise, setbacks & criticism. • Make changes to improve their learning
<p>Questioning Queenie</p>	<ul style="list-style-type: none"> • The ability to make decisions and solve problems.






(problem solving and analytical)


- Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next.
- Gather, process and evaluate information in their investigations
- Draw conclusions and evaluate outcomes
- Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes
- Use range of techniques to collect and organise information

Learning pedagogy curriculum

Progression of learning characters. The progression is developed using 'I can' statements. These statements are explicitly taught in lessons alongside the lessons intended knowledge. Each class has a specific focus to work towards each week. This is built into the behaviour curriculum.

Learning characters	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Motivated Monty  (motivation, resilience and commitment)	<ul style="list-style-type: none"> • I can dress and undress independently • I can manage my personal hygiene including handwashing • I am happy to have a go at some new things. 	<ul style="list-style-type: none"> • I am happy to have a go at something new or even when something is hard. • I am able to set myself a target or goal 	<ul style="list-style-type: none"> • I can use a range of strategies to control feelings. • I do not allow myself to get easily distracted • I keep going when I find something hard and others seem to find it easy 	<ul style="list-style-type: none"> • I enjoy taking responsibility • I can work in a time frame • I can carry on even when there are changes • I can set and review my own targets • I understand who helps me learn and why • I can use a range of strategies to control my feelings 	<ul style="list-style-type: none"> • I enjoy challenges, especially open-ended or deeper thinking ones • I can priorities what I need to do first. • I enjoy taking responsibility • I can organise my time and resources • I am not put off my change or challenge 	<ul style="list-style-type: none"> • I recognise what might go wrong when undertaking learning tasks • I can organise things well, including resources and others when working independently • I understand how I can learn from my mistakes • I can use success criteria to check how successful a task has been • I am able to keep trying when I cannot find a solution 	<ul style="list-style-type: none"> • I am able to assess risk and make sensible decisions • I cope well with pressure • I am confident and capable when organising my task, resources and time. • I can apply a range of strategies to solve problems
Communicating Cosmo 	<ul style="list-style-type: none"> • I work as part of a group or class • I can take turns and share • I show care for others feelings 	<ul style="list-style-type: none"> • I know when I need to talk to someone about a concern and this can help me • I am happy to listen 	<ul style="list-style-type: none"> • I can explain why others may feel unhappy or sad • I can suggest a way forward when I have fallen out with 	<ul style="list-style-type: none"> • I know how to make an idea even better and I am willing to try. • I can explain my point of view to 	<ul style="list-style-type: none"> • I am happy to take on a specific allocated role in a group • I respect and tolerate the beliefs 	<ul style="list-style-type: none"> • I can take on a range of roles within a group • I can accept feedback from others in a group 	<ul style="list-style-type: none"> • I appreciate that feelings change over time and I can cope with it. • I can empathise with others,

<p>(oracy, teamwork and showing empathy)</p>	<p>when working together</p> <ul style="list-style-type: none"> • I form good relationships with adults and peers • I know that people have different needs and should be treated with respect • I can say how I feel 	<p>to other people's point of view</p> <ul style="list-style-type: none"> • I can listen to instructions and follow them • I can work collaboratively in a group and take turns • I am happy to engage in collaborative tasks • I can listen to people without interrupting • I am happy to share my ideas. 	<p>someone</p> <ul style="list-style-type: none"> • I am happy to lead and be directed by others • I consider the views of group members in discussions • I am happy to discuss my learning with others in the class • I can help other people with their learning 	<p>different people</p> <ul style="list-style-type: none"> • I am always prepared to listen to the points made by others even when they disagree with me • I show people that I understand their feelings • I can listen to and follow instructions independently • I can work with a range of people in joint activities • I can make sure that everyone takes turns when speaking • I listen to people and can discuss their ideas 	<p>and values of other people in a group</p> <ul style="list-style-type: none"> • I can communicate as part of a team and can try to convince people of my point of view <p>I except that people may have an opinion that is different to mine</p>	<p>and can use this to improve</p> <ul style="list-style-type: none"> • I can share a working environment with others and respect that people may need different things • I can help to motivate others • I understand differences of opinions and an respond positively. 	<p>appreciating that different people react in different ways to certain situations</p> <ul style="list-style-type: none"> • I can act as an advocate for views and beliefs that may be different to mine • I show maturity when dealing with disputes • I can be a good role model for learning behaviour • I can cope with criticism and learn from it • I can break suggestions down into manageable steps when working in a group. • I am able to work well with people who have different ideas to my own • I am able to discuss issues to reach an agreement that enables a group to move on • I make the most of others strengths when organising my work. • I can explain my ideas to a range of audiences in a variety of contexts. 	
<p>Independent Iris</p> 	<ul style="list-style-type: none"> • I can select and use activities and resources independently 	<ul style="list-style-type: none"> • I can ask for help if the time is appropriate • I can choose and 	<ul style="list-style-type: none"> • I can use a range of strategies to control my feelings • I know what I am 	<ul style="list-style-type: none"> • I will get on with a task without any need to be reminded what to do 	<ul style="list-style-type: none"> • I am able to select and choose appropriate resources 	<ul style="list-style-type: none"> • I am aware of my own success and targets for improvement. 	<ul style="list-style-type: none"> • I am able to control my own mood swings • I am able to 	

<p>(self-awareness)</p>	<ul style="list-style-type: none"> I am beginning to know what I am good at. 	<p>use equipment needed for a set task</p> <ul style="list-style-type: none"> I can tell when something is likely to upset me 	<p>good at and when I might need help.</p> <p>I can set and review my own targets</p>	<ul style="list-style-type: none"> I know what I am skilled at and when I need help to improve I have a go at something before asking for help. <p>I am able to judge the quality of my work</p>	<ul style="list-style-type: none"> I know situations that may make me angry or upset I know what I am good at and precise aspects of how I need to improve. 	<ul style="list-style-type: none"> I can assess my learning well. I can prevent myself from getting angry or upset by changing situations I know when to seek help and guidance I can try challenges independently and know a range of strategies for when I get stuck 	<p>effectively assess the quality of my learning and set targets for improvement.</p> <ul style="list-style-type: none"> I can act on feedback from myself and others. I can manage my own learning and effectively choose how best to present my learning
<p>Questioning Queenie</p>  <p>(problem solving and analytical)</p>	<ul style="list-style-type: none"> I can generate questions linked to my learning I can use 'how' and 'why' when trying to find things out I can stay involved when trying to solve a problem I am starting to test my own ideas I use my imagination in role play 	<ul style="list-style-type: none"> I can generate useful questions linked to my learning I work independently and reach a conclusion without referring to my teacher I can play, observe and experiment to find things out I can use my imagination when trying things out 	<ul style="list-style-type: none"> I make suggestions about ways to look at a range of problems. I can make some connections to some previous work I can see the relationship between things and explain ideas to others When I have solved a problem, I am able to suggest a similar problem for a partner I can leave an activity and go back to it, if it takes a while to solve. I can use my imagination to generate ideas 	<ul style="list-style-type: none"> I can prioritise my questions linked to my learning. I recognise that sometimes you need help to solve problem I am beginning to apply some organisation when problem solving I can try something that may not work. I can use my imagination to improvise I can think of different ideas and possibilities. I can improve my learning by imitating others 	<ul style="list-style-type: none"> I can select questions linked to my learning to form an enquiry I can ask questions purposefully to check my understanding I can organise information I can draw inferences and make deductions from some sources I can give alternative solutions or explanations I recognise when you need expertise from others to help solve problems I can plan a longer activity, breaking it into a manageable number of steps 	<ul style="list-style-type: none"> I can use information from a range of sources to help solve a problem I can solve problems and investigations from a range of context including using logical thinking I can link ideas from different learning challenges to solve problems I am happy to keep trying when the solution is not readily available I know the difference between a task that is too difficult and one that requires me to think more carefully I can judge risks and know what is sensible 	<ul style="list-style-type: none"> I present a concise, reasoned proof using, symbols diagrams, graphs and related explanatory text. I can follow my own lines of enquiry based on my own questions and predictions I can use correct logical arguments that has a chain of reasoning to it and use phrases such as 'because' and 'therefore' I can explore more than the first solution I think of I can generate questions that promote higher order thinking

Learning Pedagogy- Curriculum Progression

Year Group	Autumn Term				Spring Term				Summer Term			
	Motivated Monty	Communicating Cosmo	Independent Iris	Questioning Queenie	Motivated Monty	Communicating Cosmo	Independent Iris	Questioning Queenie	Motivated Monty	Communicating Cosmo	Independent Iris	Questioning Queenie
EYFS	<ul style="list-style-type: none"> I can dress and undress independently 	<ul style="list-style-type: none"> I work as part of a group or class I can take turns and share 	<ul style="list-style-type: none"> I can select and use activities and resources independently 	<ul style="list-style-type: none"> I use my imagination in role play 	<ul style="list-style-type: none"> I can manage my personal hygiene including handwashing 	<ul style="list-style-type: none"> I show care for others feelings when working together I form good relationships with adults and peers 	<ul style="list-style-type: none"> I am beginning to know what I am good at. 	<ul style="list-style-type: none"> I can stay involved when trying to solve a problem I am starting to test my own ideas 	<ul style="list-style-type: none"> I am happy to have a go at some new things. 	<ul style="list-style-type: none"> I know that people have different needs and should be treated with respect I can say how I feel 	<ul style="list-style-type: none"> I am beginning to know what I am good at. I can select and use activities and resources independently 	<ul style="list-style-type: none"> I can generate questions linked to my learning I can use 'how' and 'why' when trying to find things out
Year 1	<ul style="list-style-type: none"> I am happy to have a go at something new or even when something is hard. 	<ul style="list-style-type: none"> I can listen to instructions and follow them I can work collaboratively in a group and take turns 	<ul style="list-style-type: none"> I can ask for help if the time is appropriate 	<ul style="list-style-type: none"> I can use my imagination when trying things out I can play, observe and experiment to find things out 	<ul style="list-style-type: none"> I am happy to have a go at something new or even when something is hard. 	<ul style="list-style-type: none"> I am happy to listen to other people's point of view I can listen to people without interrupting 	<ul style="list-style-type: none"> I can tell when something is likely to upset me 	<ul style="list-style-type: none"> I can generate useful questions linked to my learning 	<ul style="list-style-type: none"> I am able to set myself a target or goal 	<ul style="list-style-type: none"> I know when I need to talk to someone about a concern and this can help me I am happy to share my ideas. I can work collaboratively in a group and take turns 	<ul style="list-style-type: none"> I can choose and use equipment needed for a set task 	<ul style="list-style-type: none"> I work independently and reach a conclusion without referring to my teacher

Year 2	<ul style="list-style-type: none"> I can use a range of strategies to control feelings. 	<ul style="list-style-type: none"> I can explain why others may feel unhappy or sad I am happy to lead and be directed by others 	<ul style="list-style-type: none"> I know what I am good at and when I might need help. 	<ul style="list-style-type: none"> I can make some connections to some previous work I can leave an activity and go back to it, if it takes a while to solve. 	<ul style="list-style-type: none"> I do not allow myself to get easily distracted 	<ul style="list-style-type: none"> I can suggest a way forward when I have fallen out with someone I consider the views of group members in discussions 	<ul style="list-style-type: none"> I can use a range of strategies to control my feelings 	<ul style="list-style-type: none"> I can use my imagination to generate ideas 	<ul style="list-style-type: none"> I keep going when I find something hard and others seem to find it easy 	<ul style="list-style-type: none"> I am happy to discuss my learning with others in the class I can help other people with their learning 	<ul style="list-style-type: none"> I can set and review my own targets 	<ul style="list-style-type: none"> I make suggestions about ways to look at a range of problems. I can see the relationship between things and explain ideas to others When I have solved a problem, I am able to suggest a similar problem for a partner
Year 3	<ul style="list-style-type: none"> I understand who helps me learn and why I can use a range of strategies to control my feelings 	<ul style="list-style-type: none"> I know how to make an idea even better and I am willing to try. I can work with a range of people in joint activities I can make sure that everyone takes turns when speaking 	<ul style="list-style-type: none"> I will get on with a task without any need to be reminded what to do 	<ul style="list-style-type: none"> I can try something that may not work. I can use my imagination to improvise I recognise that sometimes you need help to solve problem 	<ul style="list-style-type: none"> I enjoy taking responsibility I can work in a time frame 	<ul style="list-style-type: none"> I can explain my point of view to different people I am always prepared to listen to the points made by others even when they disagree with me I listen to people and can discuss their ideas 	<ul style="list-style-type: none"> I know what I am skilled at and when I need help to improve I have a go at something before asking for help. 	<ul style="list-style-type: none"> I can think of different ideas and possibilities. I can improve my learning by imitating others I can prioritise my questions linked to my learning. 	<ul style="list-style-type: none"> I can carry on even when there are changes I can set and review my own targets 	<ul style="list-style-type: none"> I show people that I understand their feelings I can listen to and follow instructions independently 	<ul style="list-style-type: none"> I am able to judge the quality of my work 	<ul style="list-style-type: none"> I am beginning to apply some organisation when problem solving

Year 4	<ul style="list-style-type: none"> I can priorities what I need to do first. I enjoy taking responsibility 	<ul style="list-style-type: none"> I can communicate as part of a team and can try to convince people of my point of view I except that people may have an opinion that is different to mine 	<ul style="list-style-type: none"> I am able to select and choose appropriate resources 	<ul style="list-style-type: none"> I can select questions linked to my learning to form an enquiry I can ask questions purposefully to check my understanding 	<ul style="list-style-type: none"> I can organise my time and resources I am not put off my change or challenge 	<ul style="list-style-type: none"> I respect and tolerate the beliefs and values of other people in a group 	<ul style="list-style-type: none"> I know situations that may make me angry or upset 	<ul style="list-style-type: none"> I can organise information I can draw inferences and make deductions from some sources 	<ul style="list-style-type: none"> I enjoy challenges, especially open-ended or deeper thinking ones 	<ul style="list-style-type: none"> I am happy to take on a specific allocated role in a group 	<ul style="list-style-type: none"> I know what I am good at and precise aspects of how I need to improve. 	<ul style="list-style-type: none"> I can give alternative solutions or explanations I recognise when you need expertise from others to help solve problems I can plan a longer activity, breaking it
Year 5	<ul style="list-style-type: none"> I understand how I can learn from my mistakes I can use success criteria to check how successful a task has been 	<ul style="list-style-type: none"> I can share a working environment with others and respect that people may need different things 	<ul style="list-style-type: none"> I am aware of my own success and targets for improvement. I can assess my learning well. 	<ul style="list-style-type: none"> I can link ideas from different learning challenges to solve problems I am happy to keep trying when the solution is not readily available 	<ul style="list-style-type: none"> I am able to keep trying when I cannot find a solution I recognise what might go wrong when undertaking learning tasks 	<ul style="list-style-type: none"> I can take on a range of roles within a group I can accept feedback from others in a group and can use this to improve 	<ul style="list-style-type: none"> I can try challenges independently and know a range of strategies for when I get stuck 	<ul style="list-style-type: none"> I can use information from a range of sources to help solve a problem I can solve problems and investigations from a range of context including using logical thinking 	<ul style="list-style-type: none"> I can organise things well, including resources and others when working independently 	<ul style="list-style-type: none"> I can help to motivate others I understand differences of opinions and an respond positively. 	<ul style="list-style-type: none"> I can prevent myself from getting angry or upset by changing situations I know when to seek help and guidance 	<ul style="list-style-type: none"> I know the difference between a task that is too difficult and one that requires me to think more carefully I can judge risks and know what is sensible

Year 6	<ul style="list-style-type: none"> • I am confident and capable when organising my task, resources and time. • I am able to assess risk and make sensible decisions • I can be a good role model for learning behaviour
<ul style="list-style-type: none"> • I appreciate that feelings change over time and I can cope with it. • I can empathise with others, appreciating that different people react in different ways to certain situations 	<ul style="list-style-type: none"> • I am able to effectively assess the quality of my learning and set targets for improvement. • I can act on feedback from myself and others.
<ul style="list-style-type: none"> • I can explore more than the first solution I think of • I can generate questions that promote higher order thinking 	<ul style="list-style-type: none"> • I cope well with pressure • I am confident and capable when organising my task, resources and time. • I can cope with criticism and learn from it
<ul style="list-style-type: none"> • I can act as an advocate for views and beliefs that may be different to mine • I show maturity when dealing with disputes • I am able to work well with people who have different ideas to my own 	<ul style="list-style-type: none"> • I am able to control my own mood swings
<ul style="list-style-type: none"> • I can follow my own lines of enquiry based on my own questions and predictions 	<ul style="list-style-type: none"> • I can apply a range of strategies to solve problems • I can use correct logical arguments that has a chain of reasoning to it and use phrases such as 'because' and 'therefore'
<ul style="list-style-type: none"> • I can break suggestions down into manageable steps when working in a group. • I am able to discuss issues to reach an agreement that enables a group to move on • I make the most of others strengths when organising my work. • I can explain my ideas to a range of audiences in a variety of contexts. • I can manage my own learning and effectively choose how best to present my learning 	<ul style="list-style-type: none"> • I present a concise, reasoned proof using, symbols diagrams, graphs and related explanatory text.

Simply the Best Behaviour

Our simply the best behaviour document, summarises the key expectations and routines of our school. This is a key aspect of our behaviour curriculum and policy.



Simply The Best Behaviour-Every Child, Every Chance, Every Day.



Routines, phrases and gestures (Adults)

Well considered seating-carpet and tables
 Kagan- use of table numbers
 Resources organised on tables
 Quiet, clear instruction
 1-2-3 to support transitions
 Praise in Public (PIP)
 Remind in Private (RIP)
 Consistent language of learning
 Team Stop- hand
 My turn, your turn
 Turn to your partner hand gestures,

Restorative questions (Adults)

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
What have you felt since?
- How did this make others feel?
- Who has been affected?
- What should we do to put things right? How can we do things differently next time?

Recognition

Displays and recognition
 Boards
 Reward Cards
 Table points
 Middy/lunchtime stickers
 Learner of the week
 Home contact (*calls, texts*)
 Postcards
 Social Media
 Principal/SLT praise

Our school Rules- children and adults

We are respectful
 We are kind.
 We are calm
 We are honest.
 We try our best
 We look after property.

Reminder, Yellow and a red

Step 1: Verbal reminder (warning of yellow card)
Step 2: Verbal warning- You will be issued a yellow card- this is a reminder that you are nearing a red card and a consequence for your action will be in place.
Step 3: A further reminder will result in a red card. This means that a sanction will be put in place and a conversation with a member of SLT

Micro-scripts for adults

I've noticed that you... (seem hot/flustered/are stamping your feet)
 I imagine that you are feeling...
 I wonder if...
 Do you remember the ___ (positive behaviour) I saw ___?
 That's the behaviour I'd like to see now.

Visible Consistencies-Pupils and Adults

- Daily meet, greet and smile
- Wonderful Walking- quiet and calm
- Terrific transitions
- Holding doors open
- Expected behaviours praised first
- Daily reinforcement of our Values
- Simply the Best Manners



Behaviour Curriculum

Routines and expectations established across the autumn term. Aspects are revisited termly

Routine and expectation	EYFS	KS1	Lower Key stage 2	Upper Key stage 2
Transitions/ routines	<p>Ask to leave the classroom</p> <p>Using walking feet</p> <p>Team stop (hand up signaling stop)</p> <p>Tucking chairs in</p> <p>My turn, your turn</p>	<p>Introduction to kagan and table numbers- Sticky high 5 (when music stops and teacher says pair, children high 5 and work with the person closest to them). Pair Discussion (Teacher announces the topic and tells you how long your pair will have. Teacher gives you 'think time'. In pairs, partners share thoughts on the topic. Teacher calls time)</p> <p>1, 2, 3 to move from tables to carpet</p> <p>Team stop-hand</p> <p>My turn, your turn</p> <p>Turn to your partner hand gestures</p> <p>Wonderful walking- walking on the left, calm and in a single file</p>	<p>Use of kagan- table and pupil numbers. Mix, pair share-Sticky high 5, Pair discussion, Round Robin and Rally Robin (Using the topic given, the partner that <i>has the longest hair, shiniest shoes, most pets etc</i> goes first)</p> <p>After the first partner shares one thing, the second partner shares</p> <p>You 'rally' the topic like this until the teacher calls time)</p> <p>1, 2, 3 to move from tables to carpet</p> <p>Team stop-hand</p> <p>My turn, your turn</p> <p>Turn to your partner hand gestures</p> <p>Wonderful walking- walking on the left, calm and in a single file</p>	<p>Use of kagan-table and pupil numbers. Mix, pair share Sticky high 5, Pair discussion and Timed pair share (Teacher announces the topic and tells you how long each of you will have. Teacher gives you 'think time'. In pairs, partner A shares as partner B listens. Teacher calls 'time'. Partner B thinks and praises partner A. Partners switch roles)</p> <p>1, 2, 3 to move from tables to carpet</p> <p>Team stop-hand</p> <p>My turn, your turn</p> <p>Turn to your partner hand gestures</p> <p>Wonderful walking- walking on the left, calm and in a single file</p>
Assemblies	<p>Learning what assembly is and how to walk to the hall-single file, arms by the side and using walking feet</p> <p>Sitting in assembly- sitting on bottom with legs crossed or put them in front</p> <p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>	<p>Learning what assembly is and how to walk to the hall-single file, arms by the side and using walking feet</p> <p>Sitting in assembly- sitting on bottom with legs crossed or put them in front</p> <p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know the sitting space and in which order</p> <p>Know that we sit cross-legged with a straight back and hands still</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know the sitting space and in which order</p> <p>Know that we sit cross-legged with a straight back and hands still</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>
Break/lunch time	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them only.</p>

	<p>only.</p> <p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>Know that we walk in the dining room</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The bell means stop still. The second bell means line up in front of the adult ringing the bell</p> <p>Know that we do not speak in the line</p>	<p>them only.</p> <p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>Know that we walk in the dining room</p> <p>know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The bell means stop still. The second bell means line up in front of the adult ringing the bell</p> <p>Know that we do not speak in the line</p>	<p>only.</p> <p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>know that we walk in the dining room</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The bell means stop still. The second bell means line up in front of the adult ringing the bell</p> <p>Know that we do not speak in the line</p>	<p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>Know that we walk in the dining room</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The bell means stop still. The second bell means line up in front of the adult ringing the bell</p> <p>Know that we do not speak in the line</p>
Readiness-attendance and punctuality	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p> <p>Know that attending school on time every day is important so that you don't miss important learning</p> <p>Know to be punctual</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p> <p>Know that attending school on time every day is important so that you don't miss important learning</p> <p>Know to be punctual</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p>
Readiness-ready to learn	<p>Sitting on a carpet- sitting on bottom with legs crossed or put them in front</p> <p>Using magnet eyes</p> <p>Using listening ears and not speaking when others are talking</p> <p>My turn, your turn</p>	<p>Sitting on a carpet- sitting on bottom with legs crossed or put them in front</p> <p>Using magnet eyes</p> <p>Using listening ears and not speaking when others are talking</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p>	<p>Using magnet eyes</p> <p>Using listening ears and not speaking when others are talking</p> <p>Know that we wear full uniform and it is worn correctly</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>Know that we can wear a watch and no other jewellery</p>	<p>Know that we wear full uniform and it is worn correctly</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>Know that we can wear a watch and no other jewellery</p> <p>Know to bring correct PE kit as appropriate</p>
Respect-Manners	<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Inside voices</p> <p>Learning how to tidy up in each area</p>	<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Daily meet, greet and smile when meeting adults in corridors. Know that you should say 'Good morning/afternoon' to adults if</p>	<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Daily meet, greet and smile when meeting adults in corridors. Know that you should say 'Good morning/afternoon' to adults if</p>	<p>Daily meet, greet and smile when meeting adults in corridors. Know that you should say 'Good morning/afternoon' to adults if spoken to.</p> <p>Holding doors open for other adults and children</p>

		spoken to. Know that it is polite to give eye contact to the person you are talking to.	spoken to. Holding doors open for other adults and children	
Respect	Looking after equipment and how to tidy things away.	Understanding that respect means. Having respect is when you feel good about someone because of how they act. Showing respect is when you care how your actions impact others Looking after equipment and how to tidy things away. Knowing how to tidy resources on tables. The introduction of class monitors and understanding of jobs roles.	Know that everyone should be respected. Having respect is when you feel good about someone because of how they act. Showing respect is when you care how your actions impact others Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Looking after equipment and how to tidy things away. Knowing how to tidy resources on tables. The introduction of class monitors and understanding of jobs roles. Introduction to phase monitoring of cloakrooms and corridors	Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Looking after equipment and how to tidy things away. Knowing how to tidy resources on tables. The introduction of class monitors and understanding of jobs roles. Introduction to phase monitoring of cloakrooms and corridors Understanding of school assistant roles: corridor monitors, giving out registers, break time equipment and tidying.
Safety	Learning how to wash hands- soap, wash, rinse and dry Learning to go to the toilet- ask to use the toilet, shut the door, flush the toilet and wash hands 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 someone who is kind behaves in a gentle, caring, and helpful way towards other people.	Learning how to wash hands- soap, wash, rinse and dry Learning to go to the toilet- ask to use the toilet, shut the door, flush the toilet and wash hands 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 someone who is kind behaves in a gentle, caring, and helpful way towards other people.	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 someone who is kind behaves in a gentle, caring, and helpful way towards other people.	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 someone who is kind behaves in a gentle, caring, and helpful way towards other people.

The PSHE curriculum, outlines more taught aspects related to safety.

Pupils are taught about: Health, Physical and mental, Online Safety, Anti-Bullying/Protected Characteristics , RSHE/Consent and Healthy Relationships

