


## **Behaviour Curriculum**

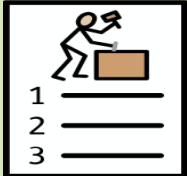
### **Our vision**

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

### **Behaviour Curriculum**

At Woods Foundation, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through it, we teach behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practice doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for all pupils and is adapted to suit the needs of all pupils including those with SEND and other additional needs.

<p>Intent— aspirations for our pupils</p> 	<p>At Woods Foundation, we want behaviour to be an unspoken expectation. Our behaviour curriculum is based around:</p> <ul style="list-style-type: none"> <li>⇒ Teaching, not telling, children how to behave.</li> <li>⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour.</li> <li>⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows.</li> <li>⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see.</li> <li>⇒ Adapting our approaches, where needed, for specific pupils with additional needs.</li> </ul>
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<p>Implementation— teaching the behaviour curriculum</p> 	<ul style="list-style-type: none"> <li>• We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practice and refine their behaviour.</li> <li>• Children can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few weeks reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary.</li> </ul>	<p><b>The process for teaching behaviour explicitly is as follows</b></p>
		<ul style="list-style-type: none"> <li>• Identify the behaviour we expect explicitly teach.</li> <li>• Model the behaviour we are expecting practice.</li> <li>• Notice excellent behaviour.</li> </ul> <p>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 with minimal low disruptions to learning.</p>

## **School Rules**

Throughout the school we intend that all teachers will talk together with the children to create a good working environment. This is particularly important at the beginning of each new school year when new routines, systems, groups and practices are set up. We have agreed our school rules that are clear, succinct and link to our school's vision and values.



**We put others first and show love to each other as Jesus taught us.**



**We listen to others and always follow instructions.**



**We treat each other how we would like to be treated.**



**We are kind and polite; we share, we include and we help others.**



**We are honest, forgiving and care for everyone in our school.**



**We try our best in everything we do.**

### Scripted Language to support behaviour management.

- ◆ **Use the child's name when you begin to speak to them** - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- ◆ **"I can see something is wrong"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- ◆ **"I am here to help you"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- ◆ **"Talk and I will listen"** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- ◆ **"Come with me and we'll talk about it..."** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm.

## At the Start of the Day...

### Pupils will...

- Walk to their entrance.
- Stand quietly and wait.
- When the doors open, enter quietly.
- Say good morning to peers and adults.
- Put away belongings quickly and sensibly.
- Find their seat and begin morning work.

### School adults will.

- Ensure there is purposeful morning work prepared and ready.
- Open the doors on time. Stand at the door and greet all pupils warmly.
- Engage with parents openly.
- Deal with immediate concerns or arrange a follow up discussion.
- Encourage children to settle quickly through meaningful interactions.
- Support pupils with early morning tasks.

### Why we expect to see this behaviour.

- By following these expectations, we are providing a calm, purposeful start to the day.
- This will ensure all pupils are ready for their learning. Children and adults feel valued and welcomed which sets a positive tone for the day ahead.

### Sanctions/consequences for not following expectations.

- Positive, gentle reminders of the expectations.
- Apply behaviour policy. (using staged approach)

<b>In the classroom.</b>	
<p><b>Pupils will.</b></p> <ul style="list-style-type: none"> <li>• Quickly and sensibly find their space and settle for the start of the lesson.</li> <li>• Organise any equipment needed, as instructed by the adult.</li> <li>• Be respectful of the environment and all that is in it.</li> <li>• Remain in their allocated space, unless instructed.</li> <li>• Ensure working spaces are clear and tidy.</li> <li>• Follow adult instructions first time they are given.</li> <li>• Actively listen and engage with the learning.</li> <li>• Show respect to their peers when working in groups.</li> <li>• Try their hardest with all tasks or activities.</li> <li>• See mistakes as a part of learning.</li> <li>• Ask permission before leaving the classroom.</li> </ul>	<p><b>School adults will.</b></p> <ul style="list-style-type: none"> <li>• Set clear classroom expectations and ensure these are implemented daily.</li> <li>• Direct pupils to their spaces and encourage them to settle quickly.</li> <li>• Ensure all resources are prepared in advance.</li> <li>• Ensure the classroom environment is well-organised, clear and tidy. (including teacher desks).</li> <li>• Provide clear instructions.</li> <li>• Provide learning opportunities which encourage group work.</li> <li>• Actively engage with all pupils.</li> <li>• Model appropriate learning behaviour.</li> </ul>
<p><b>Why we expect to see this behaviour.</b></p> <ul style="list-style-type: none"> <li>• To create a calm, positive learning environment.</li> <li>• To ensure pupils make excellent progress.</li> <li>• To promote pride in pupils' learning.</li> <li>• To build a collaborative class ethos.</li> </ul>	<p><b>Sanctions/consequences for not following expectations.</b></p> <ul style="list-style-type: none"> <li>• Positive, gentle reminders of the expectations.</li> <li>• Apply behaviour policy. (using staged approach)</li> <li>• Complete work during break/lunch time under the direction of the class teacher.</li> <li>• Class teacher to communicate with parents.</li> </ul>

<b>In the Playground.</b>	
<p><b>Pupils will.</b></p> <ul style="list-style-type: none"> <li>• Walk to and from the playground.</li> <li>• Only play in designated zones and areas.</li> <li>• Respect all the equipment.</li> <li>• Follow all rotas and timetables in place.</li> <li>• Make safe decisions about equipment and play.</li> <li>• Only eat a healthy snack at breaktime (fruit and vegetables).</li> <li>• At the whistle, stop and listen to the instructions.</li> <li>• walk and line up quietly and sensibly.</li> <li>• Interact appropriately with their peers, showing respect and being mindful of personal space.</li> <li>• Seek adult support when needed.</li> </ul>	<p><b>School adults will.</b></p> <ul style="list-style-type: none"> <li>• Be on time for duty.</li> <li>• Remain on the playground for the duration of the break time.</li> <li>• Model healthy eating at breaktimes</li> <li>• Actively engage with pupils.</li> <li>• Demonstrate safe and appropriate use of equipment.</li> <li>• Follow all rotas and timetables in place.</li> <li>• Liaise with other staff to cover planned absences.</li> <li>• Be on time to collect pupils and promptly return them to class to start learning.</li> </ul>
<p><b>Why we expect to see this behaviour.</b></p> <ul style="list-style-type: none"> <li>• Playtimes will be enjoyable for children and adults.</li> <li>• Following the rules and expectations will ensure pupils and adults are safe during unstructured times.</li> <li>• It will reduce loss of learning time as there will be less incidents.</li> <li>• Lessons will start on time.</li> </ul>	<p><b>Sanctions/consequences for not following expectations.</b></p> <ul style="list-style-type: none"> <li>• Loss of equipment for a period of time decided by the adults.</li> <li>• Missing a breaktime.</li> <li>• Spending period of time in a designated area.</li> <li>• Structured play.</li> <li>• Informing parents.</li> <li>• Apply behaviour policy. (using staged approach)</li> </ul>



### **In the Dining Hall.**

#### **Pupils will.**

- Sensibly walk to, from and in the hall. (waiting quietly and sensibly when needed).
- Find your place and sit quietly.
- Use a quiet voice and only speak to those on your table.
- Put your hand up to get an adults' attention.
- Use table manners—using cutlery.
- Say please and thank you.
- Put their hand up to ask to clear their plate/lunch box.
- Only eat and touch their own food.
- Ask for permission to leave the hall.
- Line up quietly and sensibly to collect hot dinners.

#### **Why we expect to see this behaviour.**

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practice life skills.

#### **School adults will.**

- Warmly welcome the pupils into the hall.
- Monitor lunches and inform class teachers of any concerns.
- Interact with the children when they are eating.
- Find opportunities to eat alongside the children. (classroom staff)
- Remind pupils about appropriate noise levels.
- Reinforce expectations about walking.
- Role model what is expected.
- Support children with table manners and assist with packaging.

#### **Sanctions/consequences for not following expectations.**

- Missing a breaktime.
- Moved to a different area.

<ul style="list-style-type: none"> <li>• To develop social skills.</li> <li>• To promote healthy, balanced lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Spending period of time in a designated area.</li> <li>• Informing parents.</li> <li>• Apply behaviour policy. (using staged approach)</li> </ul>
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<b>Moving around school.</b>	
<p><b>Pupils will.</b></p> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep in a single file line.</li> <li>• Hold doors open to allow others through.</li> <li>• Greet others when passing (smile, say hello).</li> <li>• Demonstrate correct behaviours even when out of sight.</li> <li>• Respect other's personal space.</li> <li>• Respect the displays, ensuring they are not tampered with.</li> </ul>	<p><b>School adults will.</b></p> <ul style="list-style-type: none"> <li>• Consistently teach the expectations.</li> <li>• Model the expectations for the pupils.</li> <li>• Revisit and reteach expectations when needed.</li> </ul>
<p><b>Why we expect to see this behaviour.</b></p> <ul style="list-style-type: none"> <li>• To keep pupils and adults safe at all times.</li> <li>• To promote life skills.</li> <li>• Demonstrates a calm environment.</li> <li>• Shows that we respect and trust each others.</li> </ul>	<p><b>Sanctions/consequences for not following expectations.</b></p> <ul style="list-style-type: none"> <li>• Gentle, consistent reminders.</li> <li>• Model and work alongside pupils to support.</li> <li>• Apply behaviour policy. (using staged approach)</li> </ul>

## End of the Day Routines.

### Pupils will.

- Collect their belongings quickly, calmly and sensibly.
- Clear their work space and ensure it is left tidy.
- Line up quietly and sensibly.
- Wait for adult instruction before leaving the classroom.
- Ensure they take all belongings when leaving.
- Stay with their adult once collected.
- Promptly leave the school site.

### School adults will.

- Follow all safeguarding procedures for dismissing pupils—if in doubt, seek support from a member of SLT or DSL.
- Communicate with class teachers regarding any changes to school pick up arrangements.
- Know who is collecting pupils prior to the end of the day. (including list of pupils with permission to walk alone).
- Ensure the lesson is stopped to provide sufficient time for pupils to prepare for the end of the day.
- Monitor cloakroom activity.
- Give pupils clear instructions about the expectations.
- Take any pupils who have not been collected to the designated

	<p>area/staff member.</p> <ul style="list-style-type: none"> <li>• Ensure all immediate concerns (e.g. behaviour/first aid) have been shared.</li> <li>• Open the door/dismiss at the correct time.</li> <li>• Ensure discussions with parents take place away from other parents.</li> </ul>
<p><b>Why we expect to see this behaviour.</b></p> <ul style="list-style-type: none"> <li>• To ensure pupils are collected safely.</li> <li>• Avoids parents having to wait.</li> <li>• Provides a positive end to the school day.</li> <li>• Gives an opportunity for class teachers to liaise with par- ents if needed.</li> </ul>	<p><b>Sanctions/consequences for not following expectations.</b></p> <ul style="list-style-type: none"> <li>• Gentle, consistent reminders.</li> <li>• Model and work alongside pupils to support.</li> <li>• Apply behaviour policy. (using staged approach)</li> </ul>

<b>During PE.</b>	
<p><b>Pupils will.</b></p> <ul style="list-style-type: none"> <li>• Attend school with the correct PE kit on the right day.</li> <li>• Remove any jewellery (or use a plaster to cover) and ensure hair is tied up.</li> <li>• Walk to and from the hall sensibly.</li> <li>• Use equipment safely, following adult direction.</li> <li>• Actively participate in the lesson.</li> <li>• Work as part of a team.</li> </ul>	<p><b>School adults will.</b></p> <ul style="list-style-type: none"> <li>• Wear appropriate PE kit.</li> <li>• Encourage all children to achieve their personal best.</li> <li>• Model appropriate learning behaviour.</li> <li>• Liaise with class teacher regarding pupils without kit.</li> </ul>

<p><b>Why we expect to see this behaviour.</b></p> <ul style="list-style-type: none"> <li>• To ensure PE lessons are safe.</li> <li>• To keep pupils fit and healthy.</li> <li>• To promote healthy lifestyles.</li> <li>• To develop sportsmanship, understanding that we cannot always win.</li> </ul>	<p><b>Sanctions/consequences for not following expectations.</b></p> <ul style="list-style-type: none"> <li>• Gentle, consistent reminders.</li> <li>• Model and work alongside pupils to support.</li> <li>• Apply behaviour policy. (using staged approach)</li> </ul>
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<p><b>Assemblies.</b></p>	
<p><b>Pupils will.</b></p> <ul style="list-style-type: none"> <li>• Walk to and from assembly quietly.</li> <li>• Enter the hall quietly.</li> </ul>	<p><b>School adults will.</b></p> <ul style="list-style-type: none"> <li>• Model and reinforce the expectations placed on the children.</li> <li>• Arrive to assembly on time.</li> </ul>

<ul style="list-style-type: none"> <li>• Sit sensibly, quietly and wait for the assembly to begin.</li> <li>• Remain quiet throughout the assembly, listening carefully.</li> <li>• Pupils will join in with the Singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide gentle reminders to pupils when needed.</li> <li>• Carefully consider positioning of pupils.</li> <li>• Make reasonable adjustments for pupils who need support.</li> <li>• Take the opportunity to celebrate all pupils' achievements.</li> </ul>
<p><b>Why we expect to see this behaviour.</b></p> <ul style="list-style-type: none"> <li>• Promotes a calm, purposeful atmosphere.</li> <li>• Celebrating the achievement of others.</li> <li>• An opportunity for learning.</li> <li>• Building community and team spirit.</li> <li>• Develop a better understanding of the school values.</li> </ul>	<p><b>Sanctions/consequences for not following expectations.</b></p> <ul style="list-style-type: none"> <li>• Gentle, consistent reminders.</li> <li>• Miss part of break/play (appropriate to age of pupil)</li> <li>• Model and work alongside pupils to support.</li> <li>• Apply behaviour policy. (using staged approach)</li> </ul>

