

Howden CE Infant School

Behaviour Curriculum

Introduction

At Howden CE Infant School, our vision is to see all of our children flourish. In order for this to happen, we believe they need to be able to learn together, live together and love one another during their time within our school. We develop character through the promotion of our school Christian values and by explicitly teaching the behaviours and habits we feel it important for our children to develop. Our school vision speaks of our children 'bearing fruit' to take with them as they travel through life and out into the wider world. This includes being people who want to learn more, who demonstrate good manners, who show respect to *all* and who treat others with kindness and consideration. By explicitly teaching behaviours and habits, they will, in time, become second nature and, in turn, positively shape how they feel about themselves and how others perceive them.

Teaching the Curriculum

Time is allocated during the first week of the Autumn term for the behaviour curriculum to be taught explicitly. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the beginning of each subsequent half term, the behaviour curriculum is revisited with one element identified as a whole school or class focus. Teachers will demonstrate the behaviours outlined and ensure pupils have time to practise these (particularly in the first few days of each half term) in different locations and at different times throughout the school day, e.g. in the classroom and on the playground.

Adaptations

While this curriculum is for all pupils, it may be applied differently for individual pupils with SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Howden CE Infant School Behaviour Aims:

- Have clear and concise rules, routines, rewards and sanctions that everyone follows;
- Teach, not tell, children how to behave;
- Ensure all adults are calm, consistent and fair in their response to behaviour;
- Focus explicitly on positive behaviour;
- Adapt our approaches, where needed, for specific pupils with additional needs.

Roles and responsibilities

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet as children enter classrooms.
- Refer to 'The Howden 'How to...' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

Monitoring

Through learning walks and floodlighting activities, we will monitor the behaviour procedures and provide feedback to staff when required.

Examples of best practice will be noted and shared with staff as necessary.

Curriculum Content

Content to be covered in depth at the beginning of Autumn 1 and revisited at the beginning of each half term with a whole school or class focus identified.

Behaviour

Know that there are the key expectations of 'The Howden 'How to...' (The 3Ls) that all children and adults should adhere to.

These are:

- Learn together.
- Live together.
- Look after one another.

Children should also be taught and know the following examples of these key expectations:

Learn Together 	Live Together 	Look After One Another 
Ask questions. Ask for help if you are unsure. Follow teacher instruction, using STAR listening. Show good listening skills in lessons to both adults and other children. Think hard and share my ideas in lessons. Persevere - know it's ok to make mistakes and keep trying to get better. Take pride in my work. Enjoy learning and trying new things.	Respect others' right to learn and be safe. Use a calm and polite tone of voice around school. Use Super Walking when moving around school. Value differences by welcoming and including everyone. Share and take turns. Respect property of school and others. Be honest if you make a mistake and say sorry.	Show good manners to all. Hold doors open for people. Smile and be welcoming. Help others when they need it. Use kind words. Encourage others and celebrate when they do well. Speak to a trusted adult if you have a worry about yourself or others.

Our Routines

Whole School Signal for Attention

To gain the children's attention, all staff use three claps. The three claps stand for:

- Stop
- Look
- Listen

It is expected that all children will repeat the three claps after the adult and then will be looking silently at the adult to wait for the next instruction.

STAR Listening

Know that we use STAR listening in class, in the hall and in group work.

This means:

- Sitting up or standing straight.
- Tracking the teacher or person speaking.
- Attention at all times.
- Respect towards others.

Know that we all do STAR listening to ensure everyone is able to learn without distractions.

Paired and Group Talk (Think, Pair, Share)

- Use STAR listening throughout.
- Quiet time to think (FS2 - 10 secs, Year 1 - 20 secs, Year 2 - 30 secs).
- Partner A speaks (see timings above).
- STOP!
- Partner B speaks (see timings above).
- STOP!
- If asked, Partner A shares what Partner B talked about.
- If asked, Partner B shares what Partner A talked about.

Lining Up

Know that we line up in classrooms, after break and after lunch and this means:

- Smart (Hands by sides, smart standing).
- Straight (In a straight line facing the front).
- Silent (No talking, looking and listening for instruction).

Super Walking

Know that it is important to walk around the school in a quiet and calm way, making sure I do not disturb other classes or groups.

Know:

- Walk (Walking only, never running).
- Whisper (My voice shouldn't be heard walking around school).
- Why (I should only be walking around school with permission or to do something specific that I have been instructed to do).

Arriving at school

Know that I walk calmly to classroom.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox on the table or trolley and water bottle in the box.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and either begin the waiting task or wait quietly for my next instruction.

Using Good Manners

Know that I should always say 'please' when I am asking for something.

Know that I should always say 'thank you' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Super Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.

Know that when using the timer or slide equipment, I must walk, take turns and only use it as intended (one person sitting down on the slide at a time, not climbing on the top of the tunnel).

Know that, when the first bell goes, I must stand still (or take equipment back to the shed if I have been using any).

Know that when the second whistle goes, I use Super Walking to line up (Smart, Straight, Silent).

Know that I must walk back to my classroom using Super Walking.

Lunchtime

Know that I use Super Walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin.

Know that I use Super Walking when walking from the dining hall to the playground.