




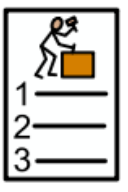
Thameside Primary School: Behaviour Curriculum

Progressing together: inside and out.

At Thameside Primary School, 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 our Behaviour Curriculum, we teach prosocial 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 pro-socially and to have frequent opportunities to practise 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 pupils from Foundation stage to Year 6 and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want every child to succeed.

Our Behaviour Curriculum should be used in conjunction with our visual aids Powerpoint and videos.

<p>Intent – aspirations for our pupils</p> 	<p>At Thameside, we want exemplary behaviour to be an unspoken expectation. Our Behaviour Curriculum is based around:</p> <ul style="list-style-type: none">• Teaching, not telling, children how to behave• Ensuring all adults are calm, consistent and fair in their response to behaviour• Having clear and concise expectations, routines, rewards and consequences that everyone follows• Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see• Adapting our approaches, where needed, for specific pupils with additional needs
<p>Implementation – the teaching of the curriculum</p> 	<p>We believe that, in order for pupils to behave pro-socially, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. This process of teaching behaviour will be highly visible i.e. 'Every lesson – Every day'.</p> <p>The classroom is where pupils spend more than 70% of their time in school (as opposed to approximately 1.4% of their time in assembly). Messages about behaviour can be delivered centrally but need to be practised and reinforced at every opportunity, including lessons, breaks and other unstructured times during the school day.</p> <p>Our Behaviour Curriculum is based on guidance from BFFC, alongside a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Pupils 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.</p> <p>The process for teaching behaviour explicitly is as follows...</p> <p>CREATE conditions for pro-social behaviour i.e. the culture of what we value and believe in. IDENTIFY the behaviour we expect MODEL the behaviour we are expecting TEACH pupils explicitly how to behave well</p>

PRACTISE behaviours, routines and processes to ensure consistency

NOTICE pro-social behaviour

ACCOUNTABILITY of all staff in the collective duty of supporting and upholding behaviour expectations.

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 able to teach with minimal disruptions to learning.

Our teachers will dedicate plenty of time over the first few weeks training, reminding and practising these behaviours – with continued reinforcement throughout the year.

Messages to pupils about behaviour are best delivered starting with **why** we behave this way, then **how** to behave this way, then **what** happens if you do/don't behave this way. This should all be positively framed (see our Relationships & Behaviour Policy for more guidance on positive framing).

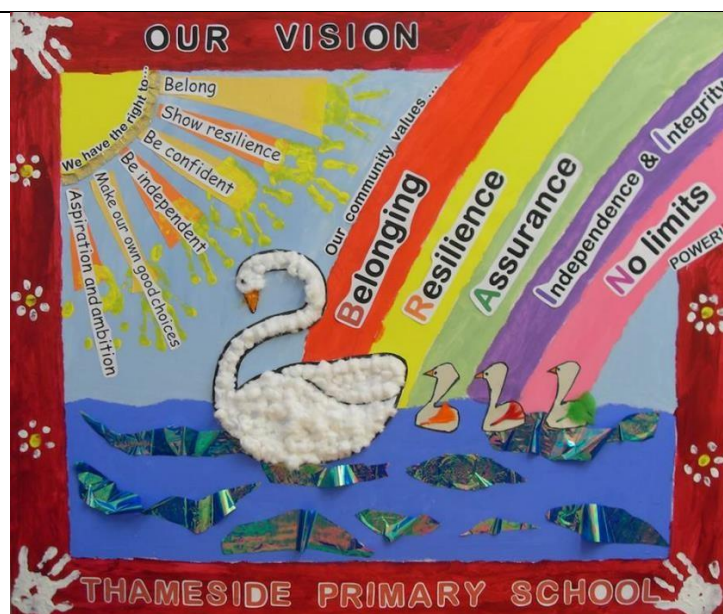
Poor behaviour must always be challenged.

All routines need to be monitored and maintained. Without this they quickly diminish and eventually vanish. Remember to correct the behaviour, not the person. Avoid personalising behaviours that may lead to unnecessary conflict. Waiting for things to go wrong and then fixing them is not an effective behaviour model. As such, all staff are expected to be:

Proactive – pupils know how they are expected to behave in advance of them having to do so. They understand the behaviours expected of them, how to do them and why they are important. Demonstrating this behaviour is regularly noticed through positive messaging (and as appropriate, rewarded e.g. through a positive noticing band from SLT or a values post card or text home).

Reactive – involves doing something when pupils have behaved in a manner not aligned to the expected behaviours. Consistency and inevitability are vitally important i.e. 'if you do this, this is the consequence'. Apply positive framing from the school behaviour policy and remind pupils of why, how and what happens if they continue to behave in that way.

Our school values



Our
behaviour
principles



WE ALL BELONG HERE



Thameside pupils are expected to:

- 2 Show respect through positive actions which generate positive feelings in other people
- 2 Be kind to each other and celebrate each other's differences
- 2 Make it possible for everyone to learn in class
- 2 Move safely, quietly and calmly around the school
- 2 Treat the school buildings and school property with care and pride
- 2 Show their sense of belonging through wearing the correct uniform
- 2 Accept consequences as fair when given
- 2 Show the school values at all times, including when outside school or online



Accessible
version



Be kind to others.



Tidy up.



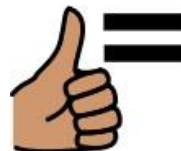
Celebrate differences.



Wear the right uniform.



Let others learn.



Know adults will act fairly.



Move calmly around school.



Always show the school values.

Key routines and expectations

The following section explains **how** the school teaches our **school values** and **behaviour principles** to children.

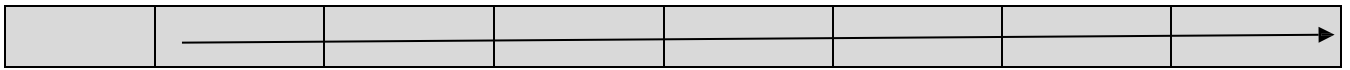
School staff need to ensure that these key routines and expectations are taught and practiced by children in the first few weeks of the school year, reinforcing them as required.



School Values

Pupils will show our school values by progressing through these learning behaviours...

LEARNING BEHAVIOUR ➔								
BELONGING	Develop positive relationship with peers and adults I see frequently.	Begin to show empathy towards others. Listen to and value others' opinions.	Have respect for the opinion of peers. Understand how my actions affect other children and adults.	Be a team player. Consider my actions and relationships with others. Treat children and adults with respect.	Have a tolerance and awareness of other people. Show empathy and see others' points of view.	Solve conflicts within my peer group independently . Be able to accept and celebrate differences in opinions of others.	Treat others as I would like to be treated myself. Respect others property.	
	RESILIENCE	ASSURANCE	Have a go at everything.	Understand that it's ok to be wrong as long as I do my best. I'm not afraid to say, 'I don't understand'.	Listen and contribute during class discussions.	Be prepared and organised.	Contribute to a positive learning experience for all; develop an understanding of how I learn best.	Understand my own goals and targets. Aim to produce my best every time.
			Be self-directed. Have a focused work ethic. Understand what needs to be done to move learning forward.					
	INDEPENDENCE	Learn to focus on task set with increased concentration	Increase spans of concentration to five unbroken minutes	Develop the ability to remain on task and work independently for 10 minutes	Develop the ability to remain on task and work independently for 20 minutes	Develop the ability to remain on task and work independently for 30 minutes	Work independently in pairs or groups. Complete homework independently, on time.	Take responsibility for my own learning including homework and research.
		Be responsible for my own belongings. Attend to own personal hygiene	Establish an independent school routine	Begin to take responsibility for my own organisation including all belongings and timekeeping.	Take responsibility for my own organisation including all belongings and timekeeping.	Manage all personal belongings and personal space, including pegs, desks and surrounding area.	Come to lessons ready to learn with correct equipment etc.	
		Change independently for PE	Change for PE in under 5 Minutes	Change for PE in under 3 minutes				
		If upset, I will try to begin to solve any issues independently.		I can resolve my own issues independently		I can resolve issues for myself and others.		



INTEGRITY	Understand the expectations of the whole school. Understand how my actions have an impact on others.	Adhere to our classroom rules. I am polite and positive to everyone in the school. Know and understand behaviour expectations in different settings.	Know and abide by the class and school rules. Accept responsibility for my own actions and poor choices. Learn from own actions.	Demonstrate respect for everyone at all times. Behave appropriately at all times	Behave in a manner that I am proud of. Set an example for other children. Adhere to the school behaviour policy and expectations at all times.	Be actively involved in creating and maintaining classroom and playground rules.	Lead by example.
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NO LIMITS	<ul style="list-style-type: none">Keep improvingEnjoy my learningUse my imaginationKnow what I can achieveHave ambition and aspirationBe ready for the next stage of my educationBe the best I can be						
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School adults will create the required conditions and ...

- Model the behaviours that we expect from pupils so that they are clear on expectations.
- Following the staff code of conduct and meeting the behaviours standards set for all staff in appraisals.
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values certificate, sending them to the HT/DHT for a positive noticing band.

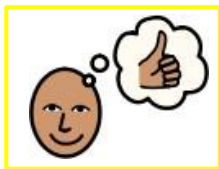
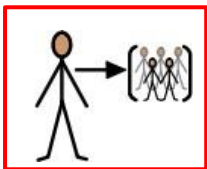
Why we expect to see this behaviour...

How will pupils learn this behaviour?

- Children are at the heart of the school and they represent the ethos of the school community. Knowing and following the school values creates a sense of belonging for all.
- Children need to be taught how to value themselves, their families, other relationships and the environment in which they live.
- Learning social and emotional skills enables children to have a positive sense of themselves, develop good relationships, have respect for others and have a positive disposition to learning.
- To raise aspirations and improve the life chances for all children.
- To enable children to have positive relationships, both now and in the future.

- Through our bespoke PSCE curriculum
- Whole school and class assemblies
- In changing for PE lessons
- Through specific aspects of the Behaviour Curriculum
- Through adult led reflection and restorative practices when mistakes are made.

Visual prompts



Adaptations that may be required for pupils to learn and progress ...

- Additional PSCE lessons or pre-teaching of lessons
- ELSA support and/or social skills lessons
- PMHW support
- Targeted adult intervention with regular reminders and opportunities for reflection
- Behaviour plans
- Daily social stories
- SEND adaptations e.g. wobble cushions, ear defenders, movement breaks
- Positive play to support children in knowing how to play



Start of the day

Pupils will...

- Be on time for school.
- Walk through the gates to their classrooms.
- Put away belongings quickly and sensibly in the cloakroom.
- Keep their cloakroom areas tidy from this point in the day onwards.
- Enter classrooms calmly and quietly.
- Say good morning to peers and adults.
- Find their seat and begin morning work.

School adults will...

- Model the behaviours that we expect from pupils so that they are clear on expectations e.g. how to initiate and respond to greetings such as 'Good morning'
- Engage with parents openly (when on gate duty).
- Deal with immediate concerns or arrange a follow up discussion (when on gate duty).
- Ensure there is purposeful morning work prepared and ready.
- Open the doors on time. Stand at the door and greet all pupils warmly.
- Encourage children to settle quickly through meaningful interactions.
- Support pupils with early morning tasks.
- Ensure that their cloakrooms areas remain neat, tidy and safe across the school day.
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values postcard, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why ____ didn't say good morning to me just now?'

'Remember when you.....'

'Remember how we...'

Why we expect to see this behaviour...

- No missed learning.
- Providing a calm, purposeful start to the day.
- Ensure all pupils are ready for their learning.
- Children and adults feel valued and welcomed which sets a positive tone for the day ahead.
- Cloakrooms are tidy and do not present with trip hazards.

When will pupils learn this behaviour?

- In Foundation Stage pupils will be taught how to enter a classroom calmly, say good morning and start their morning work – with increasing independence.
- Pupils should be fluent and independent in these behaviours by Christmas. Additional support to be put into place for pupils who are not showing this behaviour so that they are ready for Year 1 (see below).
- In Year 1 staff will reinforce/consolidate these behaviours.
- In Year 2, staff will reinforce and build on these behaviours as the children move to using a cloakroom outside of their classrooms.
- In KS2, staff will build on this by expecting pupils to do this with automaticity whilst offering support to peers who may require additional support.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils
- Clear plans and consistency in approach for children who struggle to come into school in the morning – CT responsibility with support from SENDCO and SLT as required
- Additional adult support for pupils, especially when cloakrooms move outside the classroom in Year 2 onwards.
- Daily social stories to support learning the morning routine and expected behaviours
- Meetings and support for parents whose children are persistently late to school – Family Hub to lead on this with support from the EWA.



In the classroom

Pupils will...

- Quickly and silently settle for the start of the lesson.
- Organise any equipment needed, as instructed by the adult.
- Remain in their allocated space, unless instructed.
- Ensure working spaces are clear and tidy.
- Follow adult instructions first time they are given.
- Actively listen and engage with the learning by sitting up straight and tracking the teacher.
- Show respect to their peers when working in groups.
- Try their best with all tasks or activities.
- See mistakes as a part of learning.
- Ask for help when it is needed.
- Ask permission before leaving the classroom.
- Work as a team to make sure the classroom is tidy and things are picked up off the floor.

School adults will...

- Be present – through movement, commentary and touch.
- Move around the classroom with use of contingent touch – this ensures that everyone gets the attention that they need.
- Exhibit the appropriate levels of cooperation – through routine, use of time, knowledge of pupils and application of mood changers.
- Be aware of high-needs students – implement risk reduction plans
- Tell children what they are doing is fantastic e.g. ‘you are now quiet, concentrating and learning and I am so proud’
- Use positive phrasing.
- Model the behaviours that we expect from pupils so that they are clear on expectations e.g. no shouting at children.
- Ensure consistency in approach with high expectations of pupil behavior in the classroom e.g. when using hand signal, they will ensure that they insist on silence before moving on.
- Ensure that collective punishment is not used e.g. keeping a whole class in for time at breaktime when only two children were talking.
- Teach and expect quiet, calm transitions with the use of silent signals e.g. those used for phonics.
- Use the silent signal of hands up.
- Ensure all resources are prepared in advance.
- Ensure classroom environment is well-organised, clear and tidy. (including teacher desks).
- Instill respect for classrooms and cleaners e.g. by ensuring pens, pencils, glue sticks etc are picked up off the floor every day.
- Provide clear instructions.
- Ensure that children in their class are prepared for changes in routine e.g. by writing social stories for Christmas parties etc
- Ensure tasks are designed in most effective way to make learning stick.
- Ensure tasks have been adapted through scaffolding for the lowest 20%
- Ensure Walkthrus are consistently implemented i.e. clear teacher modelling (I do, we do, you do); think, pair, share; cold calling; checking for understanding
- Actively engage with all pupils.
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or awarding a values certificate in assembly, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: ‘I wonder why it’s got so noisy in here?’

‘Remember when we.....’

‘Remember how we...’

Visual timetables

Time reminders

Why we expect to see this behaviour...

- To create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils’ learning.
- To develop excellent communication and language skills i.e. develop vocabulary, oracy and listening.

When will pupils learn this behaviour?

Foundation Stage

- calm, quiet transitions modelled by adults and copied by pupils
- hands up for attention taught and practiced until fluent
- listening to others through attention bucket, circle time and turn taking
- taught how to tidy up
- taught that mistakes are how we learn
- taught to ask for help when it is needed within continuous provision
- Taught think, pair, share through phonics and other short carpet lessons

Year 1

- ensuring they have what they need to complete a task/activity through using visual prompts
- Summer term – learn to transition between carpet and table-based activities within lessons, ready for Year 2
- Taught how to ask for help in lessons in the summer term, to be ready for Year 2

Year 2

- In Year 2, staff will reinforce and build on these behaviours as the children move away from continuous provision.

KS2

- In KS2, staff will build on this by expecting pupils to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice for pupils in small groups or 1:1
- Behaviours broken down into smaller steps of learning – see Rainbow Room & Garden Room pathways
- Additional adult support for pupils
- Behaviour plans
- Visual prompts and aids
- Own workspace, away from distractions
- Planned time away from the classroom for a movement break or other brain break.
- Daily social stories to support learning the morning routine and expected behaviours



Playtimes

Pupils will...

- Walk to and from the playground.
- Use balls and scrap at lunchtimes but not at playtimes.
- Listen to all adults on duty.
- Share – my turn, your turn.
- All help to tidy up play equipment.
- Not litter and will put litter in the bin.
- Play correctly in designated zones and areas e.g. keep the balls in the ball zone.
- Follow all rotas and timetables in place.
- Only eat a healthy snack at breacktime (fruit and vegetables).
- Eat lunch in the hall or in designated areas.
- Not damage plants or trees.
- Not hurt others.
- Not climb on walk on benches.
- Look after the toilets and not play or eat in them.
- At the first signal, stop talking and stand still.
- When their year group is called, walk to their classrooms.
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Seek adult support when needed.
- Follow the rules of the Scrapstore and only use scrap on scrap, not scrap on person.
- Stay on the playground at playtimes.
- Use their Active Leader training and engage younger children in play.

School adults will...

- Walk children out to playground and check that there is supervision before leaving them

- Follow all rotas and timetables in place.
- Liaise with other staff to cover planned absences.
- Be on time for duty or on time to welcome children back into the classroom (stand at the classroom door to ensure they enter calmly and quietly)
- Remain on the playground for the duration of the break time.
- Model picking up litter and praise children doing the same.
- Model healthy eating at breaktimes (and no hot drinks on the playground).
- Actively engage with pupils and build positive relationships with them.
- Demonstrate and ensure safe and appropriate use of equipment e.g. no walking on benches or swinging on netball hoops.
- Deal with incidents of anti-social behaviour using scripts.
- Draw children's attention to the zones and their signs.
- Ensure that balls are put away after PE lessons or movement breaks.
- Make sure that the junior toilet doors remain open at all times.
- At lunchtime, lunch staff take more serious behaviour matters to the lunchtime consequence room where they will be supported by a member of SLT.
- **End of playtime/lunchtime (staff on duty):**
 - Staff members of duty all raise their hands to signal the end of play
 - Wait for children to stop and listen
 - Children told to line up in register order
 - Teachers are there promptly from classes to walk children in silence back to class.
 - This transition works best when classes are moved off the playground quickly without waiting for other classes to file off first (this leads to too much time standing and waiting). Use this script whilst leading your class off the playground: 'we are in a line, no talking' and then address any chatting as you are moving.
 - Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or awarding a values certificate, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why there is someone talking behind me and we are not walking in as well as yesterday?'
 'Remember when you.....'
 'Remember how we...'

Why we expect to see this behaviour...

- Playtimes will be enjoyable for children and adults.
- Following the rules and expectations will ensure pupils and adults are safe during unstructured times.
- It will reduce loss of learning time as there will be less incidents.
- Lessons will start on time.

When will pupils learn this behaviour?

Foundation Stage

- Scrapstore rules taught and practiced
- Children taught how to play with toys/objects
- Children taught how to share and turn take
- Children taught how to treat plants.
- Summer term of FS – taught about the different zones at lunchtimes
- Children taught how to respond to the playtime stop signals and how to walk back to class quietly and calmly
- Children taught how to play with each other and use language to communicate how they are feeling instead of harmful actions such as biting or kicking.

Year 1

- Children continue to practice and consolidate these skills through continuous provision, so that they know how to behave at playtimes.
- Practice how to use Scrapstore equipment safely in specific lessons

Year 2

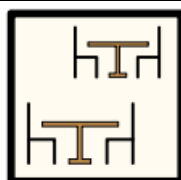
- In Year 2, staff will reinforce and build on these behaviours as the children move to using the playground at playtimes. Behaviours & expectations will need to be taught before the children's first playtime and then repeated.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours on the playground and take additional responsibilities such as peer mediators and Active Leaders.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils e.g. scaffolded play situations in a small group with an adult
- Positive play for children who need adult support in learning how to ask to play, to play and to share, turn take etc (positive play is also for children who find the playground overwhelming and is a safe space for them).
- Additional adult support for pupils on the playground to mediate and structure play with peers
- Separate playtimes or play areas for pupils who need the space but not the other children around them.
- Daily social stories to support learning the expected behaviours of the playground
- ELSA and/or social skills intervention
- Support from a playground buddy
- Time in the lunchtime consequence room to reflect on actions and be reminded of expectations



In the dining hall

Pupils will...

- Sensibly walk to, from and in the hall.
- Sit in their allocated seats e.g. either Swan or River side tables
- Use a quiet (table) voice and only speak to those on your table.
- Line up quietly and sensibly to collect hot dinners when their table is called.
- Put hands up to get an adult's attention.
- Use good table manners e.g. correct use of cutlery.
- Say please and thank you.
- When finished eating, clear their tray/lunch box and make sure their space is tidy.
- Only eat and touch their own food.
- Years FS-4 leave the hall at their allocated times and Y5&6 can leave when they have finished eating.
- Move to an island to finish eating if allocated eating time is over.
- When signalled (hand up), stop immediately, put hand up, remain silent and listen.

School adults will...

- Lead years FS-3 to the hall for their lunch.
- Ensure that the tables (River & Swan side are correctly laid out with three islands in the middle)
- Model using quiet, calm voices.
- Warmly welcome the pupils into the hall.
- Settle the children.
- Monitor lunches and inform class teachers of any concerns.
- Interact with the children when they are eating.
- Find opportunities to eat alongside the children where possible. (classroom staff)
- Remind pupils about appropriate noise levels.
- Reinforce expectations about walking.
- Role model what is expected.
- Support children with table manners.
Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values postcard, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why this table is so loud today when it was using table voices so well yesterday?'

'Remember when you.....'

'Remember how...'

Why we expect to see this behaviour...

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.

When will pupils learn this behaviour?

Foundation Stage will be supported by staff and their Year 6 buddies...

- To use cutlery
- To use a quite voice in the dining hall
- To line up calmly and quietly for food when their table is called.
- To say their name and please and thank you when they have been given their food.

Year 1

- Children continue to practice and consolidate these skills

Year 2

- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours in the lunch hall and take additional responsibilities such as prefects who help with lunchtimes

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils e.g. scaffolded role play eating situations
- Positive play for children who need adult support in learning how to eat their food and behave pro-socially in the lunch hall and in lunch clubs
- Separate lunchtime eating spaces e.g. in an office space with a member of SLT
- Daily social stories to support learning the expected behaviours of the lunch hall
- Social skills intervention
- Support from a peer – children are sat in the same seats each day to ensure there is consistency and to ease anxiety.
- Time in the lunchtime consequence room to reflect on actions and be reminded of expectations



Moving around school

Pupils will...

- Walk
- Listen and wait for their adult to direct them.
(when supervised)
- Keep in a single file line in register order.
- Remain calm and be quiet.
- Hold doors open to allow others through (children and adults).
- Not walk across the quad – this is Year 1's outdoor learning area.
- Return to class straight after going to the toilet.
- Pick up rubbish when they walk past it.
- When walking in a line, the front two children will hold open doors for the rest
- Greet others when passing (smile, say hello).

School adults will...

- Consistently teach the expectations.
- Model the expectations for the pupils.
- Revisit and reteach expectations when needed.
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values postcard, sending them to the HT/DHT for a positive noticing band.
- Remind pupils who leave the classroom to go to the toilet to return straight back afterwards
- Ensure fobbed doors are closed as they walk through them
- Model walking around the quad

Use cues e.g.

Talking to self: 'I wonder why you are running when it is dangerous and you could get hurt.'
'Remember when you.....'

'Remember how...'

Why we expect to see this behaviour...

- To keep pupils and adults safe at all times.
- To promote life skills.
- Demonstrates a calm environment.
- Shows that we respect and trust each other.

When will pupils learn this behaviour?

Foundation Stage

- How to walk around the school quietly and by walking
e.g. when they go to the school library
- Then in the summer term, they will practise coming to assemblies.

Year 1

- Children continue to practice and consolidate these skills whenever they walk around school or between activities in continuous provision.

Year 2

- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours and model them to younger children too. They may also be given the responsibility of showing visitors around school.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to walk around the school
- Daily social stories to support learning the expected behaviours of moving around school
- Adult support – 1:1 or in a small group



End of 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...

- Model and show children what they expect at the end of each day.
- Follow all safeguarding procedures for dismissing pupils—if in doubt, seek support from a member of SLT or DSL.
- Ensure that gates are opened on time e.g. Y5 staff open Elliotts Way, Y2 open main gate and FS/Y1 front gate.
- 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 i.e. have an adult stationed in the cloakroom at the end of the day to ensure that all items go home (except PE kits which go home on Fridays)
- Give pupils clear instructions about the expectations.
- Take any pupils who have not been collected to the office area.
- Ensure all immediate concerns (e.g. behaviour/first aid) have been shared with parents/carers.
- Take to the gate at the correct time.
- Ensure discussions with parents take place away from other parents.

- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values postcard,
- sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

- Talking to self: 'I wonder why there are still things in the cloakroom when we all need to take our belongings home with us?'
- 'Remember when you.....'
- 'Remember how...'
- Visual reminders e.g. checklist for belongings

Why we expect to see this behaviour...

- To ensure pupils are collected safely.
- Avoids parents having to wait.
- Provides a positive end to the school day.
- Gives an opportunity for class teachers to liaise with parents if needed.
- A tidy, clean cloakroom environment is beneficial for health and safety reasons and to reduce anxiety at the end of the day.
- Good home-school communication and relationships.

When will pupils learn this behaviour?

Foundation Stage

Taught to:

- tidy up
- collect belongings
- wait for parents with teacher

Year 1

- Children continue to practice and consolidate these skills with increasing independence

Year 2

- In Year 2, staff will reinforce and build on these behaviours with adult support in the cloakroom at all times.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours, independently leaving cloakrooms tidy and in good order at the end of each day.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to get ready at home time
- Time table adaptations may be required
- Daily social stories to support learning the expected behaviours of getting ready for home time
- Adult support – 1:1 or in a small group at the end of the day
- Visual aids and a checklist for belongings



During PE

Pupils will...

- Attend school with the correct PE kit on the right day.
- Change for PE lessons quickly and independently.
- Remove any jewellery and ensure hair is tied up.
- Walk to and from the hall, playground or field sensibly.
- Use equipment safely, following adult direction.
- Actively participate in the lesson.
- Work as part of a team.

School adults will...

- Model the behaviours that we expect from pupils in PE lessons themselves so that pupils are clear on

expectations.

- Wear appropriate PE kit for teaching lessons.
- Provide a countdown timer for the class with an expectation of how long it should take them (see school values section above).
- Monitor appropriate noise levels, depending on the lesson content.
- Provide appropriate activities for pupils without kit (see PE leaders for list of roles they could take).
- Encourage all children to achieve their personal best.
- Model appropriate learning behaviour.
- Liaise with parents regarding pupils without kit.
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values certificate, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

- Talking to self: 'I wonder why you're not working as a team today when last PE lesson you worked so well together?'
- 'Remember when you.....'
- 'Remember how...'
- Visual reminders e.g. checklist for belongings

Why we expect to see this behaviour...

- To ensure PE lessons are safe.
- To keep pupils fit and healthy.
- To promote healthy lifestyles, now and in the future.
- To develop sportsmanship—understand that we cannot always win.

When will pupils learn this behaviour?

Foundation Stage

- In the spring term, pupils will learn how to change into their PE kits at school.
- PE lessons start in Foundation stage where behaviour expectations are also taught.

Year 1

- Children continue to practice and consolidate these skills in PE lessons and in continuous provision.

Year 2

- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours and take part in representing the school at sporting events.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to get changed for PE
- Time table adaptations may be required e.g. getting changed for PE earlier than rest of the class to reduce anxiety
- Daily social stories to support learning the expected behaviours of getting changed for PE
- Adult support i.e. 1:1 from the school sports coach
- Visual aids and a checklist



Assemblies

Pupils will...

- Walk to and from assembly quietly.
- Enter the hall silently.
- Sit sensibly, quietly and wait for the assembly to begin.
- Remain quiet throughout the assembly, listening carefully.

- Celebrate the success of others sensibly (clapping sensibly)
- Remain quiet as classes are dismissed.

School adults will...

- Model expectations placed on all children in the assembly e.g. no talking amongst selves, no laptops in the hall, no hoods up
- Be responsible for monitoring the behaviour of all children in the hall, not just own class.
- Actively reinforce expectations by speaking to or moving children not following rules, not just those in their class.
- Arrive to assembly on time.
- Use assembly cues and visual aids (from the Behaviour Curriculum) on the screen at the beginning and end of assemblies to reinforce expectations
- Provide gentle reminders to pupils when needed.
- Carefully consider positioning of pupils – register order and this should be checked on arrival to the hall as some pupils switch places on the way.
- Make reasonable adjustments for pupils who need support e.g. moving children out of register order if their position in the line is not working.
- Take the opportunity to celebrate all pupils' achievements.
- Ensure children who have appointments during assembly time go to the office instead e.g. with book to read.
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values postcard, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why people are coming into assembly talking when they know the rules on coming in silently?'

'Remember when you.....'

'Remember how...'

- Visual reminders

Why we expect to see this behaviour...

- Promotes a calm, purposeful atmosphere.
- Celebrating the achievement of others.
- An opportunity for learning.
- Building community and team spirit.
- Develop a better understanding of the school values.

When will pupils learn this behaviour?

Foundation Stage

- Will teach the sitting and listening skills required during lessons.
- Will extend into year group assemblies when ready.
- Will then attend some whole school assemblies in Term 6 so that the children are ready to progress into Year 1.

Year 1

- Children continue to practice and consolidate these skills by attending whole school assemblies. Extra practice will likely be required in year group or team assemblies.

Year 2

- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours and model them to younger children too. They may also be given the responsibility of supporting staff in the setting up and running of assemblies.
- Prefects in Year 6 will be able to sit on benches because they are able to show the behaviours linked to the school values consistently.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to walk to/from and sit in assembly
- Some children may need reduced timeframe expectations which are built upon i.e. attend assemblies for a shorter length of time initially.
- Social stories to support learning the expected behaviours of assemblies
- Adult support – 1:1 before, during and after assemblies
- Visual aids



In the library

Pupils will...

- Enter and leave the library silently
- Speak quietly when in the library
- Share the furniture
- Ensure books are put back on the shelves in the correct place
- Ensure books are put back on the shelves the right way round
- Scan books out using the computer
- Treat the books with respect
- When returning books, use the computer to scan them back in
- When returning books, put them neatly on the returns shelf

School adults will...

- Model the behaviours that we expect from pupils so that they are clear on expectations.
- Teach and expect quiet, calm transitions.
- Use the silent signal of hands up.
- Provide clear instructions.
- Ensure children scan their books out each time
- Ensure children know how to use the library computer and scanner
- Model putting books back on the shelves correctly
- Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values postcard, sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why I these books have been put on the shelves the wrong way round, people can't see the titles on the spines.'

'Remember when you.....'

'Remember how...'

Why we expect to see this behaviour...

- To create a calm and positive environment.
- To ensure the library is a pleasant place for all pupils
- To promote pride in the school environment.
- To help keep the library tidy

When will pupils learn this behaviour?

Foundation Stage

- calm, quiet transitions modelled by adults and copied by pupils
- hands up for attention taught and practiced until fluent
- taught how to tidy up

KS1

- In KS1, staff will reinforce and build on these behaviours to encourage independence ready for KS2

KS2

- In KS2, staff will build on this by expecting pupils to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice for pupils in small groups or 1:1
- Behaviours broken down into smaller steps of learning – see Rainbow Room & Garden Room pathways
- Additional adult support for pupils
- Visual prompts and aids
- Social stories to support behaviour in the library