



Behaviour Curriculum

Ready, Respectful, Safe



Woodlands Primary School and Nursery

Behaviour Curriculum Foundations

Adult Behaviour

- *Calm, consistent and fair*
- *Focusing on positive reinforcement*
- *Relentlessly bothered*
- *Recognise above and beyond*

3 Rules

- *Ready*
- *Respectful*
- *Safe*

Above and Beyond Recognition

- *Verbal Praise*
- *Dojos*
- *Dojo Magnets*
- *Class recognition*
- *Celebration assembly certificates*

Supporting Strategies

Sanctions

- *Reminder*
- *Warning*
- *Reflection/ Reset/ Rest*
- *Restorative Conversation*

Scripts

- *I've noticed that..*
- *You know the school rules Ready, Respectful, Safe..*
- *Can you remember when...*
- *And how that made you feel..*
- *That is who I'd like to see today..*

Restorative Questions

- *What happened?*
- *Who did it impact?*
- *How do you feel?*
- *What should happen?*

Our School Vision - Outstanding In All

Vision

At Woodlands we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils.

With the proper support and adjustments, we expect all pupils to be able to meet the following behavioural expectations.

Our vision of the school is to be Outstanding In all - this means being the best that we can be in everything we do. This includes our behaviour.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

Expected Behaviour

Our overarching rules are Be Ready, Be Respectful, Be Safe. We have broken these down into some examples of key behaviours we teach the children and encourage them to show at school.

Ready

- I arrive in school on time and ready to learn
- I show resilience in my learning and during play

Respectful

- I use kind words about myself and others
- I use polite words such as please and thank you

Safe

- I follow adult's instructions to keep myself and others safe
- I make safe choices

Key habits and routines including 'Woodlands walking', opening the door for others and saying please and thank you are taught and modelled. We use consistent routines to reinforce positive behaviour so that children become fluent in positive behaviour.

Reasonable adjustments

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in their individual behaviour plans and risk assessments in partnership with parents.

How do we teach behaviour

- Behaviour is taught explicitly using Rosenshine's Principles of Instruction; for example:
 - Begin the lesson with a review of expectations of listening
 - Frequent opportunities to practise
 - Present a new routine for example lining up in small steps
 - Insist that all pupils follow new routine
- Assemblies - weekly focus linked to positive behaviour
- All staff use positive common language based on Zones of Regulation and Emotion coaching to support self regulation and remove barriers to good behaviour choices:
 - *'I would rather you .. or Let's go and .' rather than 'Don't do.'*
 - *'If you choose to continue to .. then this will happen..'*
 - *'What do you need?' Then give options.*
 - *'Please stop. I don't like it. To keep safe you need to.'*
 - *'I wonder if you are starting to feel angry. Sometimes I feel like that and it's ok to feel like that but it is not ok to behave in that way. This is what we could do instead. If it happens again you could try this'.*
 - *'I think you might be in the red zone/trying to stay in the green zone by the way you are clenching your fists. It's ok to feel like. It is not ok to behave like that. I would like to help you to get back into the green zone. Remember last week when you told me about your science lesson. That's what we need to see today. I will give you some time to make the right choice.'*
- PSHE lessons following Jigsaw programme.
- Reinforced through praise and rewards such as Dojo and stickers and through the recognition board.
- Unwanted behaviours are addressed through the behaviour policy and restorative conversations are used to help children to understand the impact of their behaviour.

Zones Of Regulation in Early Years

Children are supported to name and regulate their behaviour through the use of the Zones of Regulation. The aim is for children to be in the green zone, happy, calm and ready for learning. **Ready, respectful, safe.** They will learn that sometimes they will feel sad or cross and that these are normal feelings. Children are supported to learn strategies so they can return to the green zone. At times children may need further thinking time and support.

Nurture provision

Our Nurture provision provides small group support in a nurturing environment for a specific period of time. This is an internal alternative provision. The work in nurture is completed in short bursts with brain breaks and continuous provision embedded throughout. Interventions such as colourful semantics and attention bucket are completed daily to increase understanding of sentence structure and increase levels of attention. Our Nurture staff leading the day have completed Nurture UK training which underpins the routine chosen for this provision.

In the morning, our nurture group completes phonics, English and maths activities depending on the day of the week and needs of the children. This is learnt practically using highly motivating activities with brain breaks throughout the morning. There is also a toast time break.

In the afternoons, our nurture group complete activities based on Nurture UK training. These are science based activities which are interesting and motivating for the children. Again, there are lots of brain breaks throughout the afternoon, toast time and a story at the end of the day.

Children within the Nurture Group follow an adjusted Behaviour Curriculum which allows for additional strategies to be used which meet the needs of individuals.