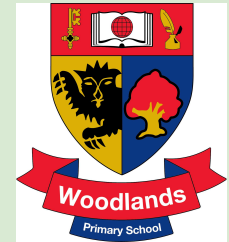


Woodlands Primary Behaviour Curriculum Map



How we teach the behaviour curriculum

- Explaining the why and context
- Gradual handover - I Do, We Do, You Do approach
- Teaching of our Behaviour Curriculum includes lots of opportunities for guided practice and independent practice
- Our Behaviour Curriculum is delivered in small steps with clear examples (examples and non-examples) and models
- Scaffolds are provided for routines, transitions for whole classes and individual children, not lowering our expectations but enabling all to succeed
- Scripts for routines
- Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check for understanding
- Ongoing questioning formative assessment to drive instruction of the Behaviour Curriculum
- Our Behaviour Curriculum provides a high success rate creating a positive culture and supporting children to build character
- Our behaviour curriculum starts in the Early Years where strategies for managing emotions are proactively and explicitly taught through risk assessment. A dialogue is facilitated through emotion coaching practice.
- To assist transition routines from the prior key stage will be continued when children start a new key stage

Know that there are three behaviour expectations in school

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● Completing learning on time ● Remembering to prepare my equipment for lessons ● Wearing correct school uniform ● Tidying up your own workspace and the classroom ● Accepting responsibility if you make a mistake and saying sorry ● Arrive on time ready to start the day or session 	<ul style="list-style-type: none"> ● Say please and thank you ● Hold doors open for people ● Talk kindly to others ● Say good morning/ afternoon to others ● Respect others right to learn ● Respect school property by looking after it ● Use a calm and polite tone of voice ● Respect the cultures, views and religions of others ● Follow adult instruction promptly ● Celebrate other achievements as well as being proud of your own 	<ul style="list-style-type: none"> ● Sitting sensibly in the classroom ● Walking through corridors carefully ● Playing games that do not become too physical ● Using calm and respectful tones when we communicate ● Understanding how my actions can impact others ● Responding appropriately to others thoughts, feelings and actions ● Tell an adult when we are feeling worried (including feeling worried about others)

These are supported by Makaton:

Be safe hand sign:



Be kind:



Please stop:



Building our culture through expectations

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 others 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.

Lunchtime

- Know that I use Woodlands 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. I should not be raising my voice.
- 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 leftover food into the correct bin.
- Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.
- Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.
- Know that I use Woodlands Walking when walking from the dining hall to the playground.

Accepting a Consequence



- Know that I should be honest
- Know that I should take responsibility – do not blame others around me
- Know that I should understand the impact my choice had on others and show or say sorry to those I have affected
- Know how to find out how to change my behaviour
- Know not to argue back with the adult
- Know not to get upset or worry

Outdoor and Playtime Expectation



- Know that I must walk from my classroom to the playground using Woodlands 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 someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, I must line up in my lining up order straight away.
- Know that I must walk back to my classroom using Woodlands Walking.

Also know from EYFS 'at our school we':

- Wear the right outdoor clothes
- Stay inside the area the adult show us
- Let the adult know if we go back inside
- Keep Calm
- Looking when running
- Look before throwing
- Choose it, use it, put it away (not leaving toys on the floor)
- Only climb on the grass
- Watch out for the tyre swings
- Take turns
- Find a good space for big games and building
- Close doors carefully
- Keep things out your mouth
- Wash your hands when you come back inside

General classroom expectations



- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time as much as possible.
- Know that I should not have any objects on the table that distract me from my learning.
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- Know that I should not talk when the teacher is delivering a lesson or another child has been asked to talk as this will stop myself and others from learning.

Indoor Expectation Around School

Know that 'at our school we':

- Always walk
- Keep calm
- Calm quiet voices
- Kind gentle hands
- Keep things out your mouth
- 6 children in each area - count and check
- **Choose it, use it, put it away** (not leaving toys on the floor)
- Take turn
- Close doors carefully
- Don't climb inside
- Don't throw inside
- Chairs pushed back under the tables
- On the carpet - legs crossed/finger tucked away facing the right way
- Teacher led learning time - Looking, Listening and joining in
- Ask before leaving the room
- Around our school walk quietly, calmly with sticky hands



Learning our routines and expectations

Whole School

<p><u>Silent Signal</u></p> <ul style="list-style-type: none"> • Our staff use a silent signaller to gain the attention of the class. • This is done by raising an open hand. When children see this, they stop what they are doing, raise their hand to show you have seen and tap the person next to you on the shoulder if they haven't seen. • Finally, children wait until everybody is quiet and listen to what the adult has to say. 	<p><u>STAR Sitting</u></p> <ul style="list-style-type: none"> • Sit up straight: good posture, back against the back of the chair, hands together on the table not touching anything • Track the speaker: showing others their ideas matter and they are valued • Active listening: encouraging the speaker, nodding, smiling and using appropriate responses • Respect others
<p><u>Lining Up</u></p> <ul style="list-style-type: none"> • Stand behind chairs/stand up silently • Move to line • Facing forward • One behind each other in a straight line • Hands by side • Wait silently • Tracking the front of the line, where you are walking towards or the adult 	<p><u>Woodlands Walking</u></p> <ul style="list-style-type: none"> • Know that we walk around school using Woodlands Walking • Know that Woodlands Walking (inside) means - • Standing up straight • Walking in a straight line • Hands by side • Without talking • Attention: looking where you are going, safe distance from others around you and the environment (without leaning on walls whilst waiting) • Know that we use Woodlands Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school

<p><u>Learning How to Transition</u></p>	<p><u>Greetings</u></p> <p>Know that when I greet an adult, when entering the classroom, I choose one of the school's greetings:</p> <ul style="list-style-type: none"> • Hand shake • High five • Wave • Saying 'Good morning/afternoon' • Hug 	<p><u>Arriving at school at the beginning of the day</u></p> <ul style="list-style-type: none"> • Know that I arrive on time to school • Know that I use Woodlands Walking to get to class • Know that I greet staff with a greeting • Know that I place my belongings in the appropriate place • Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff • As soon as I have entered the classroom I begin the morning task
<p><u>Arriving and leaving assembly</u></p> <ul style="list-style-type: none"> • Enter the hall using Woodlands Walking • Follow my adult to the start of our line • Fantastic lining up until instructed to sit • Sit in STAR Sitting • When leaving wait until instructed stand • Fantastic Lining up and await instruction to leave the hall • Fantastic Walking back to class 	<p><u>1.2 Transition Signals</u></p> <ol style="list-style-type: none"> 1) Transition - Standing/Sitting (tuck chairs in if seated and stand up if sat down) 2) Move to line or table or carpet 	<p><u>End of the day routine</u></p> <ul style="list-style-type: none"> • Know that when my teacher signals I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table • Know that when the teacher signals (1) I should stand up and tuck my chair in or stand up if on the carpet • Know that when the teacher signals (2) I should move to my line space quietly • Know that I should wait quietly until my adult tells me it is safe to go

Class Based

<p><u>Cold Calling</u></p> <ul style="list-style-type: none">• Know that I need to be ready to answer all questions or to give a response as this will help me to participate in all learning• Be confident to have a go at answering• I will think about my learning and not wait for others to volunteer• I will expect to be challenged by adults so that it helps me to know and remember more	<p><u>Silence is Golden</u></p> <ul style="list-style-type: none">• Know the importance of silence for myself and others• Maintain silence for the duration of the task• Know that I must be silent when somebody else is speaking• Use my pupil signals	<p><u>ABC - Habits of Discussion</u> </p> <p>Know that we expect all children to contribute in class.</p> <p>A- Agree B- Build C- Challenge</p> <ul style="list-style-type: none">• Listening to the class teacher or whoever is speaking• Considering my responses before sharing• Showing A, B, or C (Habits of Discussion) or putting my hand up so I know my teacher knows I want to contribute during whole class discussions• Sharing answers/contributions in a clear voice using full sentences• Building on what others have said using A,B, or C.
<p><u>Stand and Deliver</u></p> <ul style="list-style-type: none">• Know that what I have to say is important• Be proud of what I have to say• Know to look up when I speak and project my voice so the person furthest away from me can hear• Use a strong voice	<p><u>1,2 Pupil signals</u> </p> <p>I know to use hand signals and wait for a response when I need to do one of the following to ensure minimal learning time is disrupted for me and others:</p> <ol style="list-style-type: none">1) Toilet2) Leave my seat for a drink or a task that doesn't need an adult (e.g. sharpening a pencil, going to the calm corner)	<p><u>Think, Pair, Share</u></p> <ul style="list-style-type: none">• Know this time is a vital learning opportunity• Know the expectation is to discuss our response to the question or to discuss what has been asked• Take responsibility for this time ensuring my voice and my partner's voice is heard and we understand one another using ABC