



## Behaviour Curriculum

Our aim is to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. The school will encourage and support pupils to adopt values, attitudes and standards which will produce a positive learning environment and a happy and ordered school atmosphere, and to:

- ✓ Encourage pupils to manage their own behaviour.
- ✓ Encourage pupils to reflect on unacceptable behaviour.
- ✓ Praise and support positive behaviour.
- ✓ Use preventative measures wherever possible to support all pupils and those with additional needs.
- ✓ Involve parents in the support management of their child's behaviour.
- ✓ Provide a consistent approach to behaviour management that is applied equally to all pupils.
- ✓ Provide staff, pupils and parents with common standards and guidelines for behaviour management.
- ✓ Provide staff with the necessary support in dealing with incidents of challenging behaviour.
- ✓ Identify the set procedures in managing pupils (in liaison with their parents) who, for whatever reason, choose to disregard the Behaviour Management Policy.

At Wallace Fields Infant School we have a belief and understanding that children should be taught how to behave and follow school expectations. This document should be read in conjunction with the school behaviour policy which outlines how behaviour is managed. This document outlines how behaviour is taught at Wallace Fields Infant School and Nursery.

As outlined in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehaviour.

### Intent

At Wallace Fields Infant School and Nursery we believe there is a link between behaviour and achievement. To support children to thrive and to achieve their potential we:

- ✓ Create a school culture where staff and children flourish safely and with dignity
- ✓ Create a curriculum which builds learning habits and behaviours progressively
- ✓ Ensure all staff, parents and children have a shared understanding of what great behaviour is
- ✓ Ensure all children are aware of what positive behaviour looks like
- ✓ Enable pupils to be self-reflective of their own behaviours through our restorative approach and conversations

### Implementation

Our behaviour curriculum is values driven and built around the school's golden rules, school values and the PSHE curriculum. The curriculum is built progressively to ensure children can be successful at an age-appropriate level. The aim is for children to demonstrate these behaviours with increasing independence.



Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The learning behaviours and expectations set out clear parameters for behaviours for learning. We implement our intended behaviour curriculum through planned approaches.

- ✓ Assemblies- whole school values
- ✓ Establishing weeks
- ✓ PSHE curriculum
- ✓ Ongoing teaching of teaching and learning behaviours across all lessons.

We have a clear process for teaching learning behaviours and routines.



At the start of the new year every teacher will spend time explicitly teaching rules and routines and establishing these in the classroom. This will be revisited and reviewed at the start of each half term we call this time to explicitly teach children these skills as establishing weeks.

Routines systems and expectations	EYFS	KS1
Transitions/ routines	<ul style="list-style-type: none"> <li>✓ How to put your book bag away tidily and where.</li> <li>✓ Where your peg is and how to hang your coat up.</li> <li>✓ Where to put your water bottle</li> <li>✓ Where your tray is and how to put things inside carefully (Rec only)</li> <li>✓ Where to sit on the carpet</li> <li>✓ What is good listening how can you demonstrate this?</li> <li>✓ What is good looking how can you demonstrate this?</li> <li>✓ When is it okay to talk on the carpet when is it not</li> <li>✓ 1-2 eyes on you</li> <li>✓ Signal pause insist tambourine, twinkly fingers</li> <li>✓ Talk partner routines</li> <li>✓ Choose, play, put it away- tidy up song.</li> <li>✓ How to use the toilets</li> <li>✓ How to wash hands- sensible amounts of soap and paper towel</li> <li>✓ Routines for snack time</li> <li>✓ Walking not talking</li> </ul>	<p>Embed all areas outlined for EYFS increasing level of independence.</p> <ul style="list-style-type: none"> <li>✓ How to keep pencil pots tidy</li> <li>✓ Every second counts expectations about quick sitting on the carpet for phonics/ fluency flash cards.</li> <li>✓ When moving around the school hold doors open for adults or stand to one side when an adult needs to pass</li> <li>✓ When in cloakrooms wait patiently and make space for our friends.</li> <li>✓ Pushing chairs in</li> </ul>



	<ul style="list-style-type: none"> <li>✓ How to return to the carpet- “come and sit down song”</li> <li>✓ How to make a circle –“make a circle song.”</li> <li>✓ How to use the toilets privacy 1 person at a time</li> <li>✓ Walking not talking a round the school</li> <li>✓ Lining up- come and line up song</li> <li>✓ What to do at home time “I can see my xxx.” Walk straight to carer.</li> <li>✓ Independence skills pulling up sleeves ready to wash hands</li> <li>✓ Independent coats on for outside and suits and boots.</li> </ul>	
Assemblies	<ul style="list-style-type: none"> <li>✓ Walking not talking, standing in a line</li> <li>✓ Sitting in assembly giving five</li> <li>✓ Know that we face the speaker with eyes on the speaker</li> <li>✓ Know that we participate actively</li> </ul>	<p>Embed all areas outlined for EYFS increasing level of independence.</p> <ul style="list-style-type: none"> <li>✓ Walking not talking, standing in a line</li> <li>✓ Leaving enough space between one another so when they sit down they are not squashed</li> <li>✓ Showing giving five</li> <li>✓ Walking not talking in and out of assembly</li> <li>✓ Know that we contribute and follow a signal for whole school response and hands up for contributions</li> <li>✓ Know we participate actively in signing</li> <li>✓ To be able to sit for longer periods of time and show active listening</li> <li>✓ Adjust our volume when speaking so all children can hear our responses.</li> </ul>
Lunchtime/ break times	<ul style="list-style-type: none"> <li>✓ Thoughtful words</li> <li>✓ How to sit down after good lunch time wait for sitting signal</li> <li>✓ Balls at lunchtimes for quite tidy tables</li> <li>✓ Routines for stopping and walking to the playground</li> </ul>	<p>Embed all areas outlined for EYFS increasing level of independence.</p> <ul style="list-style-type: none"> <li>✓ Where fruit goes at lunch time and break time</li> <li>✓ How to use the playground toys</li> <li>✓ How to be a playtime pal</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Manners knives and forks together</li> <li>✓ How to use the trim trail and rope swing.</li> <li>✓ Understand the use of toilet bands.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Zoned areas at playtime, where we can and cannot go on the playground and field.</li> <li>✓ How to be independent 5 B's</li> <li>✓ Know how to line up at the end of break time bell- pause, walk into line- playtime is over line up quietly song.</li> <li>✓ Know how to share equipment and use it appropriately</li> <li>✓ Understand the use of toilet bands</li> <li>✓ Understand the type pf play in each zone</li> <li>✓ Routines for waiters and waitresses scarping plates, stacking cups (Year 2 only)</li> </ul>
Ready For learning	<ul style="list-style-type: none"> <li>✓ Routines for whiteboards</li> <li>✓ 1-2-3 show me</li> <li>✓ Routines for talk partners</li> <li>✓ Give me 5</li> <li>✓ Using the discovery tick sheets EYFS only</li> <li>✓ Group activity routines</li> <li>✓ Oracy routines, build, challenge agree from Autumn 2 EYFS</li> <li>✓ Expectations for reading groups</li> <li>✓ Little Wandle routines</li> <li>✓ Routines for using rekenrex, reds ant the ready.</li> </ul>	<p>Embed all areas outlined for EYFS increasing level of independence.</p> <ul style="list-style-type: none"> <li>✓ Routines for fluency cards</li> <li>✓ Routines for self-assessment</li> <li>✓ Polishing pens (Year 1 spring term onwards)</li> <li>✓ How to get started with an activity</li> <li>✓ Embed behaviours for talk partners, good eye contact, not speaking over the other person, listening and responding.</li> <li>✓ Efficient use of whiteboards</li> <li>✓ Clear tables nothing on the carpet</li> <li>✓ Increased speed in being rekenrex ready</li> <li>✓ Metacognition skills</li> <li>✓ Learning expectations for quiet classrooms and focussed learning</li> <li>✓ Learning the value of reflection and effort</li> <li>✓ Ensuring presentation of learning is explicitly taught.</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>✓ Looking after classroom equipment</li> <li>✓ How to take care of books</li> </ul>	<p>Embed all areas outlined for EYFS increasing level of independence.</p> <ul style="list-style-type: none"> <li>✓ Learning to respect other people's differences.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ We respect and look at the speaker</li> <li>✓ Learning to follow instructions</li> <li>✓ Looking after discovery zones</li> </ul>	<ul style="list-style-type: none"> <li>✓ Looking after the wider environment as well as our classroom</li> <li>✓ Role of the monitors in ensuring a respectful school community</li> <li>✓ Learning compromise</li> <li>✓ Learning how to manage conflict and disagreements</li> <li>✓ Understanding our choices can affect others</li> <li>✓ Understanding what peer pressure is and how to navigate this.</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>✓ How to blow your nose, catch it bin it kill it.</li> <li>✓ Zones of regulation</li> <li>✓ Safe play in the outdoor area</li> <li>✓ How to be safe around plants and insects</li> <li>✓ Kind, hands, feet and mouths.</li> <li>✓ Online safety – knowing what to do if they see something they don't like.</li> <li>✓ How to use and carry scissors safely</li> <li>✓ How to play and discover safely in each area of learning.</li> </ul>	<p>Embed all areas outlined for EYFS increasing level of independence.</p> <ul style="list-style-type: none"> <li>✓ Knowing to show kindness and respect online and not sharing personal details.</li> <li>✓ Making safe choices in the playground</li> <li>✓ Selecting games appropriately</li> </ul>

### **Values Learning**

School value: friendship – how can you be a good friend?
School value: effort – how can you show effort?
School value: respect – how can you show respect to your teachers and friends?
School value: determination – what does it mean to be determined? How can you show this?
School value: good manners – what are good manners? What ones will you use at school? 'please', 'thank you', holding doors for our friends/adults.
School value: reflection – how can you reflect and improve your learning?- teach blue editing pens. Teach how to respond to marking.
British Value: Rule of Law, Respect, Individual Liberty, Democracy, Tolerance- See British values planning.