Flourish Federation Behaviour Curriculum

Believe, Achieve, Belong

Our aim is:

To provide an inclusive Federation supporting the community we serve where all our children *believe* in their potential, *achieve* the best they can and have a feeling of *belong*ing in our supportive communities.

To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

All of us need strong foundations in our lives – at home, in school, in the wider world. "Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock". ***Matthew 7:24***

This will be achieved through a carefully structured and delivered curriculum with clearly planned and delivered support which is underpinned by our school values of:

Compassion, Friendship, Perseverance, Forgiveness, Responsibility and Trust.

Annual Focus

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Wearing our uniform Walking around our building Lining up How we sit and move about the classroom STAR Presentation in books	Answering questions Polite and respectful Learning behaviours in class Attendance	Wearing our uniform Walking around our school Lining up How we sit and move around the classroom STAR Presentation in books	Answering questions Polite and respectful Learning behaviours in class Attendance	Wearing our uniform Walking around our school Lining up How we sit and move around the classroom STAR Presentation in books	Answering questions Polite and respectful Learning behaviours in class Attendance

Safe	Flourish	Learn
• We walk safely around the school site • We keep our hands and feet to ourselves • We sit safely in our chair and on the carpet • We take care of school property and the building • We wash our hands before eating • We don't ride bikes and scooters on the school site • At playtime we do not play fight • We go to an adult when something has happened. • We follow the rules which keep us safe	• We have kind words and kind actions • We have good manners and say please and thank you • We greet school adults at the school door and gate • We help people who are hurt • We pick up coats that have dropped and return them • We pick up litter that we see and wash our hands • We are friendly to others even if they are not our friends • We speak politely to adults at our school, including visitors • We show our school values in the way we act. • We take turns and share • We can disagree with others respectfully • We are tolerant and respectful to everyone • We try to come to school every single day in our uniform	• We listen to the person speaking • We don't do things which stop others from learning • We ask for help when we get stuck • We join in with the learning and answer questions • We will share our thoughts and ideas even if we are not sure if they are right • We write as neatly we can and take pride in the things we do. • We don't mind getting things wrong because this shows we are thinking and trying to be a better learner. • We talk to others when it is appropriate using table voices

Behaviour Expectations: Moving around the School - Safe

Collective Worship	Walking Around the school	Going into Lunch
We enter/exit in silence and we walk into/out of the hall To show respect we ensure our uniform is worn correctly (tuck shirt in etc.) on entry and exit We walk in line and do not sit until we have reached the correct space and the person next to us has sat down. We sit cross-legged with a straight back and hands still We face the assembly leader and face forwards with eyes on the speaker We use silent hands-up to contribute We participate actively – singing when appropriate and repeating appropriate words as part of prayer. If we are not joining prayers, we sit respectfully in silence. When listening to a child or teacher behind us, we turn our head but not our bodies. When we clap for our community, we stop clapping when the adult leading worship stops clapping	We use Smart Walking We walk around school in silence We walk in a straight line, we do not over take anyone in front of us We are polite and courteous to adults / other children If we see an adult we will greet them with a'good morning/ afternoon' greeting We open doors or hold them for others when reaching a door first We pick up litter, coats and resources if on the floor or untidy We knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) We follow corridor rules: Face forwards, Keep arms by sides, We do not over take, We do not speak	We wash hands before eating We take our coats with us to lunch but remove them when eating. We use a quiet voice and talk to children opposite or adjacent to us only We line up – one behind the other, quietly. We sit with our year group/class as directed by our adults. When we are eating, we stay in our seats facing our food We use a knife and fork appropriately (this will be explicitly taught in EYFS / KS1) We chew with our mouths closed and do not speak while chewing We say please and thank you We put our hand up for adult attention We walk in the dining room, entering and leaving from the correct doors. If we have eaten a school dinner, we collect own rubbish and put in bin If we have eaten a packed lunch, we take wrappers home. We clear away our table space, cutlery, plate, cup and leave the space tidy. We finish what we are eating before leaving. We ask an adult to leave the dining room

Entering and leaving the school at the start and end of the day	Break time	Behaviour outside of the school
We get off our bike or scooter as we enter the school grounds. We listen to our parents instructions and are polite to them We greet school adults at the school door and gate We do not use any outdoor equipment or climbing frames before or after school. If we need help we approach a member of school staff. If teachers are available to meet briefly with parents they will be outside – if they are not then they are available to make an appointment with We do not walk to or from school until we are old enough and our parents have given permission. If we show we cannot make sensible decisions to keep us safe walking to or from school, our parents will have to drop us off and collect us. We enter and leave at the set door for our class to avoid too many people using the same entrance/exit.	We walk from our classroom to the playground using Smart Walking. We do not eat our snacks until we are outside. We must play safely without hurting anyone. We do not 'play fight' because we may hurt someone by accident. We must be kind, by including people in your games and sharing equipment. We use the equipment with care We play with the equipment in the right place – no balls on the playground, unless supervised. We do not come into the building without permission and do not enter our classroom. Water bottles are taken outside to help us stay hydrated. When the whistle is blown, we must line up in our class line order quickly. We line one behind the other and do not talk. We keep our hands and feet to ourselves. If we need help we look for adults who will be wearing High Viz' jackets We dispose of our snack rubbish in the bins outside when we have finished. We make sure we have had a drink and been to the toilet before playtime/lunchtime ends.	When we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully. We should be considerate of other people arriving and leaving school. We show that we are considerate on the way home, including walking not running, giving people plenty of space, using a quiet voice not shouting. We take care when crossing a road and the car park to check that it is safe to do so. If we are on a bike, we use a helmet and are safe to ride on the road. We know who to go to for help and support if we are worried

Behaviour Expectations: In the Classroom - Learning

Sitting in the classroom	Listening to the speaker	Sharing ideas and answers
We have good sitting posture: Ensure 6 feet on the floor 4 chair feet and your 2 feet Bottom on the base of the chair Back in the back of the chair Tummy near the table When sitting on the floor we sit on our bottoms with our legs crossed, hands in lap. We keep our workspaces /resources tidy (before/during/after work) We are ready for the lesson e.g. had a drink, toilet break etc. We place chair under the table when leaving our seat We walk in a quiet, calm manner around the classroom We treat equipment appropriately and with respect We act in a way which does not stop others learning. If we have a problem we put up our hand to ask for help. We use the resources and help we are given to help us with our learning and behaviour. We do not leave our place without permission and do not leave the classroom without permission.	We follow the stopping strategy when moving from one activity to another. '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, With no noise. A bell can be used to stop the class instantly We follow the STAR strategy to make sure we understand the learning and our instructions ● S - Sitting or standing up straight ● T - Tracking the teacher/speaker ● A - Attention at all times ● R - Respect towards others	Track the speaker Consider the question Get involved in my learning and share my thoughts as directed. Think about my answer Do not call out Wait to be asked Phrase the answer as a sentence to make sure it is clear Speak clearly so everyone can hear Listen to the contributions from others with respect Think if I can build upon, agree with or disagree with someone else's response. While someone is speaking to us we do not talk, make noises with equipment or act in a way which could disrupt them. If we need the teacher we put up our hand to ask for help. If the teacher is working with a group of children we do not line up waiting for them.

Moving from the carpet to chairs and vice versa

We follow instructions from the adult in the room.
When on the carpet we
1. Stand up in silence
2. Move to our chair/working space or carpet spot
3. We sit down at our space quietly

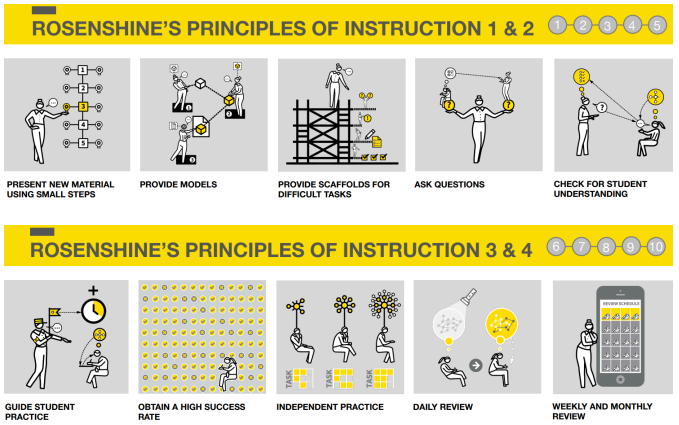
If moving from the carpet or our chairs to a line we move a table or row at a time

Our Work in our Books

We take care in our books:
We stick our LOs in neatly lining up the edge to approximately 1cm inside the page;
Error correction – ruled single line through;
Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil
Maths books – one digit one square
Maths - question number followed by dot and then one square
Sketch books – use of words and labels following handwriting expectations.
Use rulers, pens and sharpened pencils.

We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc

Learning in Class – Using Rosenshine principles from WalkThrus



Our teachers use a range of strategies to ensure our learning is as accessible as possible and we learn as much as we can. They use research based on Rosenshine's principles of instruction. They are held accountable for their teaching and learning through a range of measures.

Being Polite and showing respect for others	What we wear	Attendance
We will always say 'please' when we are asking for something. We will always say 'thank you' when we receive something or someone does something nice for us. We will let any waiting adults or children through a doorway before walking through ourselves. We say 'Good morning/afternoon' to adults if spoken to. We try to give eye contact to the person we are talking to. We show gratitude to others by thanking people for what they have done for us Being responsible means being able to be trusted to do the right things that are expected of us without having to be watched. We do the right thing even when no one is watching us. Some children will be elected for additional responsibilities like School Parliament or play leaders. When elected we take our role very seriously. We demonstrate the school values at all times. We can be relied upon to represent the views of others. Should we not be able to do so, we will be asked to hand over our badge until we are able to represent the school again.	We wear full uniform and it is worn correctly - We do not wear jumpers around our waists. If we are not sure about what school uniform our class teacher can talk to our responsible adult. We remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately We can wear a watch but no other jewellery. We do not have hair styles which could cause us or other harm, for example beads which can hurt others when flicking our hair, or extensions which may wrap around our necks or be dangerous when swimming. We do not wear nail polish or false nails as these can scratch others by accident or flake off in food. We remember to wear the correct PE kit as appropriate for the activity we are doing. When we are out of school we wear our uniform with respect and pride. We continue to show the school values while outside the school on visits	We must try to attend school every day. We must try to arrive at school on time every day. Attending school on time every day is important so that we don't miss important learning. If we miss school we miss learning. It can also damage our friendships. Attendance of above 96% is expected of every child. 100% attendance would be exemplary.

Behaviours and consequences

Poor behaviour can occur for a number of reasons. In order to ensure the very best behaviour from all children we follow the following principles.

1. Behaviour is a curriculum
2. Children must be taught how we need them to behave – they may not know or have other expectations/experience
3. We teach, don't tell behaviour where children are not clear
4. We make it easy for children to behave and hard for the children not to
5. No one behaviour strategy will work with all children. Some children will need reasonable adjustments made to enable them to understand and achieve the behaviour expectations.
6. Good relationships are built out of structures and high expectations. Teachers will always implement these whole school routines and expectations by following the behaviour curriculum
7. Children are social and need to understand and build relationships. Some children will need to be taught how to do this
8. Consistency is the foundation of all good habits and as such there must be a consistent approach to follow the behaviour curriculum from all staff. The certainty of the consequence must be consistent
9. Everyone wants to matter. We show care and respect for our whole community. Children have the right to learn and teachers have the right to teach.
10. Our school – our rules. As a school we have designed a behaviour curriculum which is the most appropriate for our school and community. This is not negotiable. All who attend and work here will be expected to follow the behaviour curriculum.

Strategies employed by all staff in the classroom to support our behaviour curriculum:

Strategy	What this means
Warm strict	1. Explain to students why you are doing what you are doing. Especially, how it will affect them. "John, I'm asking you to do this again because this is not up to your usual standard. I expect the best of you, because you are a conscientious student." 2. Demonstrate that consequences are temporary. Once a student fulfils the consequence, be sure to welcome him or her back. "Thank you for taking your consequence so sensibly. I'm happy to have you back in the group." 3. Use warm, non-verbal communication. Get down on their level and thank him for fixing his work. Get down to eye level and speak calmly: explain that her talking is making it hard for her peers to complete their work.
What to Do	Ensure all children know what they need to do and what is expected of them **Specific:** Effective directions are specific. They focus on manageable and precisely described actions the student can take. Instead of saying "Pay attention," say, "John, your eyes need to be on me and your pencil needs to be on your desk. Thank you." **Concrete**: Effective directions are not just specific but also concrete. They involve, when possible, clear actionable tasks. If you say, "pay attention" the student may not know what actions are required to "pay attention." If the student still doesn't seem to know what you mean when you say "eyes on pencil and me on your desk," you can further refine it. "John, you are paying attention when both of your knees are under your desk, when your hands are flat on the top, and your mouth is quiet so your ears can listen." **Sequential**: Since a complex skill like paying attention is rarely a single action, effective directions should describe a sequence of specific, concrete actions. If you expect students to take notes, you will need to say, "John, after I write on the board you need to pick up your pencil and write it in your book." **Observable**: You need to be sure that the behaviours you ask from a student are observable. If you say, "pay attention," how will you know? John might say "But I was paying attention." Students, often subconsciously, will exploit the lack of accountability left by unclear non-observable directions. Of course, if the reason for non-compliance is incompetence, then to punish a child is unfair and will lead to resentment. If the reason is defiance, then there does need to be a consequence, and a teacher can best understand that by following the 4 guidelines above.
Radar and be seen looking	• Use ways to maximize visibility: Ask for children to Track the speaker, STAR or 321 • Be seen looking: Every few minutes scan the room to ensure everything is as it should be and narrate your scan, “Thank you, Peter. Eyes right on me, front row.” • Avoid marginal compliance: Ensure all students comply accurately – 100% - 100% of the time • Leverage the power of unacknowledged behavioural opportunities: practice following the teacher’s directions

	through Call and Response or Active Listening Techniques. (The teacher asks a question and a response is required by the entire class in unison. This provides an opportunity to practice compliance.) • Active Listening Techniques: White boards, flash cards, thumbs-up and thumps-down
Least invasive Intervention • Non verbal intervention • Positive Group Correction • Anonymous Individual Correction • Private Individual Correction • Lightning-Quick Public Correction	The goal is to get 100% of pupils on task, attentive and actively engaged to learn the most they can. However doing this negatively or constantly interrupting can unpick all of that by disrupting their thinking and your teaching. When you interrupt the learning to put someone else on task, you interrupt everyone's learning. To avoid this and focus on the learning you can use the least invasive intervention possible. Positive Group Correction: Quick verbal reminder to the group about what students should be doing and not what they shouldn't be doing: "You should be tracking the speaker." Anonymous Individual Correction: Quick verbal reminder to the group that not everyone is where they need to be. "I still need three people. You know who you are. I need two people." Private Individual Correction: When and if you have to use names, seek to correct behaviour privately and quietly. Walk by the off-task student's desk, lean down to get close to the student, and use a voice that preserves as much privacy as possible; tell the student what to do quickly and calmly. First Warning: "John, I've asked everyone to track me, and I need to see you doing it too." Second Warning with a Consequence: Again you want to do this privately. "John, I need you to track me so you can learn. I'm going to have to give you a reminder. Now please show me your best." Lightning-Quick Public Correction: At times you will be forced to make corrections of individual students during public moments. Your goal is to limit the amount of time a student is "onstage" for something negative and focus on telling the student what to do right. Merely stating a student's name does not provide the student with guidance about how to meet your expectations. "Sally, I need your eyes." "Sally, I need your eyes. Looking sharp, back row! Thank you Sally." Consequences: In the long run it makes the teacher stronger when he or she only occasionally uses external consequences. If a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so instruction is not interrupted. Deliver the consequence quickly and in the least invasive, least emotional manner. Ideally a teacher should have a scaled series of consequences

Firm Calm Finesse • CATCH IT EARLY • VALUE PURPOSE OVER POWER • "THANK YOU" IS THE STRONGEST PHRASE • USE UNIVERSAL LANGUAGE • SHOW YOUR BRIGHT FACE • DEPLOY YOUR CONFIRMATION GLANCE • STAY STEADY AT THE HELM	You deserve to be working in an amazing classroom where you love to teach and the children love to learn- feel appreciated, cared about and want to do well. By ensuring you have 100% in place you can achieve that. If you've become mad, you've waited too long to address a behaviour Don't send a message that you'll tolerate little disruptions; they won't cure themselves. Remember – what we permit – we promote Bold or disruptive behaviours, caught early, should feel like an adjustment not a fix The students surrounding the off-task behaviour have a right to learn Correction of classroom behaviour should lead to achievement and self-discipline, NOT reinforcement of your power over students. Keep corrections tight, crisp, and subtle; avoid fuss, your belaboured emotions and too much talk Say: "We learn more when we are sitting like scholars" as opposed to "I need you to sit up straight and pay attention, I want to see you following my instructions" It's OK to remind students that your high expectations are about learning and the rights of all learners in the room, not about you as the teacher. Show Radical The teacher says to a student volunteering an answer; "Sorry Sidney, we're waiting on four". Meaning, that he'd love to hear what the student is trying to say, but there are four other students who are off task and not listening. Not "I need everyone's attention" or "I'm waiting for Susan, Joey, Bill and Ted to stop what they are doing and comply" At the onset of disruption, simply making firm eye contact with a student, smiling with a pause and saying "Thank you" communicates a multitude of behavioural adjustment suggestions. "Thank You" reinforces expectations and normalizes compliance in the subtlest way possible "It's useful to signal that civility and thus society are fully intact in your classroom by modelling "please" and "thank you" constantly Remind students that expectations are universal NOT personal "We need you with us" is much better than, "I need you with me" Let students know that learning is a "team sport". Remind behaviours that are starting to fray that : The rest of the group is meeting the expectations. Super sitting, STAR behaviour Invoke your school mascot or school name: "Everyone, like outstanding Rowans!", or "Thank you, STAR Flourish scholars!" Bright face = age appropriate teaching smile A smile is a "self-fulfilling prophecy" Have a confident default smile that says, "I like this work and the people in this classroom" Avoid huge, fake beaming smiles

	Demonstrate trust in your directed eye-contact. “Showing trust is self-fulfilling” Ask for modification, confirmation glance, then walk away, confirmation glance back for verification of follow through “Sometimes a student needs just a bit of space to pull it together to decide if he or she wants to do the right thing. Don’t suggest to students that you are emotionally distraught by their behaviour Return focus to the immediate task at hand! Inserting emotion into behavioural redirection distracts students from reflecting on or adjusting their actions
Consistency of consequences Positive consequences – dojo awards Negative consequences – graduated approach – consistently applied – certainty of application. Sanctions are short term modifiers which will work for some more than others. Even though this is the case, the boundaries must always be applied. Sanctions enable a community to understand what is forbidden and what is encouraged	Well behaved pupils still deserve recognition We don’t want the worst behaved to get the most rewards and attention. Where rewards are given to change behaviour these must be outside of the whole school behaviour system so that they do not create an unfair system. This ensures you are not reinforcing low expectations. Children need to understand what rewards there are and why they are given. There are four stages of intervention **Prevention** – through our environment, our routines, our provision. **Defuse** – through interpersonal relationships – through the least invasive interventions – don’t assume it will stop or go away. Fires don’t put themselves out. Do children need time out – talk somethings through? Do you need to intervene? Do they need a consequence? The earlier you intervene the less energy and time is needed. Where you see things – refocus them, remind them of routine, talk about what the consequence might be, give them chance to improve their behaviour **Consequence** – ladder of consequences – critical that these are consistent. The certainty that it will happen is the deterrent rather than the level of consequence. – like a speed camera. **De-escalation** – there must be a solution to improve the interpersonal relationship again to reinforce that the child belongs that you like them, even if not their behaviour. What do I need to know about the incident? Am I the right person to de-escalate? What is my objective? Don’t wade in too quickly – do you have all the information? Approach calmly – acknowledge distress- ask what is happening – use script – be clear about what you need to do – reassure child that you are there to help – demonstrate empathy – control your emotion- be aware of your tone and body language. As calming down It takes energy to stay angry – it will pass Be honest about what needs to happen next Clear sequential directions Reinforce positivity

	Be assertive not aggressive Calm voice Get to safe space Don't try to talk about the incident and consequences until the child is calm. Sanctions do not work for everyone. They are a deterrent. Just as some people will speed even though it is against the law. They are not designed to work for every child but they must be given. There must then be reasonable adjustments in place for those who are not motivated to follow the rules, including restorative conversations. These reinforce our school culture. However some children will not respond to restorative conversations- they may not care or wish to take responsibility for their actions. Some children may expect you to let them down – they can blame you for an incident – your behaviour after an incident can reinforce these views. Work through the consequences agreed. There must be a clear sanction for each action so that all staff give exactly the same. If it is too complex it won't be understood and will lead to inconsistencies. If it is too bureaucratic it will lead to misunderstanding and errors. You do what you can with as many children as you can. Some children will need enhanced support. Exceptions and accommodations must be written up front for individuals to ensure they are consistent – inconsistency at any level damages the entire community. Reasonable adjustments Can include: Later start Soft start and finish Bubble time one to one to develop relationships Support during pinch points – like bucket time for transition Sensory awareness – like adaptations in uniform More breaks Learning broken down into smaller chunks but not removing expectations of learning – graduated approach of support First next Visual timetables Social stories – comic strips use of technology Time out with regulation activities Work stations

	Ear defenders or table dividers Individual learning plans – clear –reasonable – consistent – shared (what does the child need to learn/show/do by the end of the lesson to ensure shared priority) Behaviour plan – what is working? What do we do when things are working? What do we do at each point when it is not? How are we learning from our mistakes? How do we improve outcomes over time?

Doug Lemov's *Teach Like a Champion 2.0*