





## Woodseaves CE Primary Academy Behaviour Curriculum

<b>Behaviour Culture</b>	<b>Aims</b>	
	<p>Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. <b>(Behaviour in schools guidance, 2022)</b></p> <p>At Woodseaves, we strive to ensure that children learn good behaviour; practise good behaviour; see good behaviour in all staff and children receive praise for using good behaviour.</p>	
<b>Intent</b>	<b>Our Aspirations</b>	
	<p>At Woodseaves we aspire to exemplary behaviour through:</p> <ul style="list-style-type: none"> <li>• Having clear and concise rules, routines, rewards and sanctions that everyone follows;</li> <li>• Teaching, not telling, children how to behave;</li> <li>• Ensuring all adults are calm, consistent and fair in their response to behaviour;</li> <li>• Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see;</li> <li>• Adapting our approaches, where needed, for specific pupils with additional needs</li> </ul>	
<b>Implementation</b>	<b>Modelling and maintaining the culture</b>	
	<p>Good behaviours are explicitly taught and regularly refreshed to ensure all children understand the expectations of them. At Woodseaves, we have clear expectations of behaviours for learning, behaviour standards and routines so that we have a consistent approach across the school. The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the principles of instruction from Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.</p>	
	<b>Children with additional needs</b>	
	<p>While this curriculum is for all children, it will be applied differently in different year groups depending on children's ages and may be applied differently depending on individual children's needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.</p>	
		
	<p>Through the use of strategies taught within weekly myHappyMind sessions, children are supported to use breathing exercises and other strategies to manage emotions. Children are also taught about the reasons why they experience physical responses to emotions and what parts of the brain are in control, or inactive, in order to develop their understanding of themselves.</p>	<p>The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.</p>



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### The Woodseaves Code

<b>Be ready to learn</b>	<b>Be respectful</b>	<b>Be safe</b>
I try my best at all times I show pride in my work I am ambitious I can maintain focus I can show resilience.	I listen to everyone carefully and respond thoughtfully I value all other people I say please and thank you to everyone I address other people's mistakes with kindness I respect other people's personal space	I follow instructions from adults I think about how my words impact on others I understand that we do not use our bodies to hurt other people I move around the school quietly and slowly showing awareness of my surroundings

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Explicit teaching of the behaviour curriculum.	Ongoing revision of content.	Longer recap of behaviour curriculum.	Ongoing revision of content.	Longer recap of behaviour curriculum.	Ongoing revision of content.
<b>Behaviour expectations and routines</b>	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours.	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours. Termly behaviour rewards	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours.	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours. Termly behaviour rewards	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours.	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours. Teach routines and expectations explicitly as part of transition activities Termly behaviour rewards
<b>Collective Worship</b>	British Values – Democracy; Rule of Law; Individual Liberty. Christian values- friendship, thankfulness. Significant individuals – Kandinsky; Walt Disney; Zaha Hadid; Evelyn Glennie; Oprah; Bob Marley	British Values – Mutual respect; tolerance; democracy. Christian values – trust, peace. Significant individuals – Namira Salim; Greta Thunberg; Malala Yousafzai; Tobias Garbutt; Scott Joplin; Prime Minister; John Rutter;	British Values – Rule of law; Individual liberty; mutual respect; tolerance. Christian values – compassion, forgiveness. Significant individuals – Clara Shuman; Florence Nightingale; Martin Luther King; Mother Teresa;	British Values – Rule of law; Individual liberty; democracy. Christian values – courage. Significant individuals – Beethoven; Wright brothers; David Attenborough; Emily Williamson; Autumn Peltier.	British Values – Mutual respect; Individual liberty; democracy, tolerance. Christian values – hope, generosity. Significant individuals – Anna Clynne; Nina Simone; Zoe Keating; Ken Wilson Max; Onjali Rauf; JK Rowling;	British Values – democracy, individual liberty, rule of law, mutual respect. Christian values – wisdom, Koinonia. Significant individuals – Mozart; Marcus Rashford; Emma Watson; Bruce Lee; Hans Zimmer; Elton John; Royal Family.



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			Ghandhi; Tom Fletcher; Queen Elizabeth II			
<b>Focus Days/Events Wider Community</b>	Black history month Recycle week	Remembrance Day World Kindness day Universal Children's day	World religion day Children's Mental Health week Safer Internet day	World Book Day British Science Week	National Numeracy day	Refugee week Children's Art week
<b>PSHE Cycle A</b>	Feelings and emotions Computer Safety Fire safety		Keeping/Staying safe Road safety Keeping/Staying healthy Cycle safety First Aid Smoking and vaping	Being Responsible Relationships Clued up for growing up – Y2 Clued up for growing up – Y3 Bits and Bobs and Sweat and Spots; Y4 Your Mummy Ate My Football The working world- enterprise Growing and changing Clued up for growing up – Boys and Girls, Men and Women		
<b>PSHE Cycle B</b>	Our World Hazard Watch Feelings and emotions Computer safety		Computer Safety Keeping/Staying Safe A world without judgement Water Safety Keeping/Staying Safe Alcohol	Feelings and emotions Relationships Fire Safety Being Responsible Clued up for growing up – Y2 Boys and Girls The working world Being Responsible Clued up for growing up – Y3 Bits and Bobs and Sweat and Spots; Y4 Your Mummy Ate My Football The working world- finances British Values Growing and changing Clued up for growing up – Boys and Girls, Men and Women		



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Our children will be taught and know the following expectations and routines:

<b>Respect</b>	<b>Uniform</b>	<b>Collective Worship</b>	<b>Moving around school</b>
<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>Know that you should say 'Good morning/afternoon' to adults if spoken to.</p> <p>Know that it is polite to give eye contact to the person you are talking to.</p> <p>Know that it is important to show gratitude to others by thanking people for what they have done for you.</p> <p>Know that if you respect someone, you have a good opinion of their character or ideas.</p>	<p>Know that we wear full uniform and it is worn correctly.</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and store them appropriately.</p> <p>Know that we can wear a watch, small ear studs and no other jewellery.</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall.</p> <p>Ensure uniform is worn correctly.</p> <p>Know the expectations for sitting.</p> <p>Know that we sit cross-legged with a straight back and hands still.</p> <p>Know that we face the worship leader and face forwards with eyes on the speaker.</p> <p>Know that we use silent hands-up to contribute.</p> <p>Know that we use manners when speaking.</p> <p>Know that we participate actively – singing etc.</p>	<p>Know that we walk around school quietly.</p> <p>Know that we are polite and courteous to adults / other children with a greeting.</p> <p>Know that we open doors for others.</p> <p>Know that we pick up litter, coats and resources if on the floor or untidy.</p> <p>Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom).</p>
	<b>Presentation in books</b>		<b>Exiting the classroom</b>
	<p>We know how to set out our work in our books:</p> <p>Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books.</p> <p>Error correction – ruled line through if working in pen. Purple pen used.</p> <p>Handwriting expectations to be followed in all subjects.</p> <p>Maths books – one digit one square</p> <p>Sketch books – use of words and labels following handwriting expectations.</p> <p>Use of rulers, pens and sharpened pencils.</p> <p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.</p>		<p>Know that we walk to the line sensibly.</p> <p>Know that we place chair under the table when leaving seat.</p> <p>Know that we walk in a quiet, calm manner.</p>
<b>Ready to learn</b>	<b>Playtime behaviour</b>	<b>Communal areas</b>	<b>Lining up</b>
<p>Know that we have good sitting posture:</p> <p>Ensure 6 feet on the floor</p> <p>Tummy Near Table (TNT)</p> <p>Bottoms in the Back of their Chair (BBC)</p> <p>Know that we keep our workspaces /resources tidy (before/during/after work).</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p> <p>Know that we place chair under the table when leaving seat.</p> <p>Know that we walk in a quiet, calm manner around the classroom.</p> <p>Know that we treat equipment appropriately and with respect.</p>	<p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Know that you must be kind, by including people in your games and sharing equipment.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p> <p>Know that, when called, you must line up quickly and calmly.</p>	<p>Know that we are respectful of the learning environment.</p> <p>Know to take care of displays when lining up and moving around school.</p> <p>Know to place all litter in a bin.</p> <p>Know to walk around school in a quiet, sensible manner.</p>	<p>Know that we place our arms by our side.</p> <p>Know that we face forward.</p> <p>Know that we stand with straight backs /good posture.</p> <p>Know that we line up in silence.</p> <p>Know that we walk in single file.</p>
		<b>Behaviour outside of school</b>	
		<p>Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully.</p> <p>Know that we should be considerate of other people arriving and leaving school.</p> <p>Know that being considerate means thinking about other people's needs, wishes and feelings.</p> <p>Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.</p> <p>We know how to stay safe online and use technology sensibly and safely.</p> <p>We know who to go to for help and support</p>	



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All adults in school will model the expected behaviours by			
<b>Respect</b> Say 'please' when you are asking for something. Always say 'thank you' when you receive something or someone does something nice for you. Say 'Good morning/afternoon' to others. Give eye contact to the person you are talking to. Show gratitude to others by thanking people for what they have done for you	<b>Uniform</b> Ensure uniform is correct at all times. Provide 'spare' correct uniform as appropriate. Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing correct uniform. Be understanding and fair yet uphold the standards expected.	<b>Collective Worship</b> Verbally remind children of expectations and praise children for meeting them. Ensure uniform is checked before coming in worship. Lead class into the hall and clearly indicate where to sit. Praise/remind children for following expectations of sitting and participation. Ensure an orderly exit from the hall and return to class. Praise and reward as appropriate.	<b>Moving around school</b> Regularly remind class of expectations when moving through school. Line the class up. Check smartness of children before and after moving. In instances of unwanted behaviour – stop the class and recap expectations. Be polite and courteous to other adults and children – model manners. Praise and reward children. Do not set off with the class/group until all expectations are met.
	<b>Presentation in books</b> Ensure the front cover is neat and presentable – printed name label using the agreed format. Use pouches to protect the covers of English and maths books. Cut any sheets down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Follow the feedback policy. Follow the handwriting policy, Model the expectations of presentation in their marking.		<b>Exiting the classroom</b> Praise or stop and reinforce expectations as required.
<b>Ready to learn</b> Establish, teach and model routines and expectations. Greet children and adults on entry to the room. Use clear, instructional language. Be consistent in routines, behaviour and expectations. Ensure allocated places for each child-table/carpet. Be organised and well prepared for the lesson. Ensure all resources are ready and accessible for the lesson. Remain in the classroom with the children – if you require additional adult help send a child to the office. Use transitional songs where appropriate.	<b>Playtime behaviour</b> Reinforce to children that they must play safely without hurting anyone. Provide support with games and activities to engage children safely and purposefully. Remind and support children to be kind.	<b>Communal areas</b> Ensure tidy work spaces including own desk area. Ensure surfaces in the classroom are clutter free. Pick up any rubbish and place in the bin. Ensure all displays are kept in good order. Praise/reward/prompt children as required.	<b>Lining up</b> Use agreed stopping strategies. Praise or stop and reinforce expectations as required.
	<b>Behaviour outside of school</b> Remind children that when they are wearing your school uniform they are representing the school community and must always behave responsibly and respectfully. Support children to be considerate of other people arriving and leaving school. Teach and support children on how to stay safe online and use technology sensibly and safely. Remind children who they can go to for help and support.		





# Woodseaves CE Primary Academy Behaviour Curriculum

## Rewards and Sanctions

### Rewards

At Woodseaves CE Primary Academy we are proactive in ensuring pupils are thinking about and reminded of their behaviour. We believe in positive reinforcement and that excellent behaviour should be highlighted and rewarded.

Praise is effective when it is:

- Sincere and genuine
- Proportionate and fair
- Specific

Verbal feedback – e.g. ‘I like the way you have....’ or ‘thank you’  
 Achievement certificate – weekly one per class focused on behaviour  
 Dojo points – focussed on Christian values and academic  
 Attendance stickers  
 Headteacher awards – stickers and notes home  
 Half termly tea party with the Headteacher

2 Assistant Headteacher...	1 Courage	1 Excellence	1 Fantastic writing
1 Friendship	1 Generosity	1 Good Manners	3 Headteacher Dojo
1 Homework	1 On Task	1 Reading at School	1 Reading at home
1 Respect	1 Super work	1 Teamwork	1 Wisdom

### Sanctions

At Woodseaves CE Primary Academy we believe that sanctions must be proportionate to the misbehaviour. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil.

Sanctions are effective when:

- They are timely
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Verbal reminders – focus on redirection and correction. ‘I have noticed that....I need you to.....I expect you to...’



-1	0	-2	-1
-2	-1	-1	0



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### Playtimes and lunchtimes

During playtime we promote our Woodseaves Code by ensuring the children play and explore with respect for their peers and the environment they play in. The children will be given opportunities for sport and free play. The children receive Dojos for their behaviour and the above sanctions are adapted for the outdoor space.

### Display

All rooms in which the children are taught in, or spend time in, have our Woodseaves Code on display as well as our sanctions flow chart.

### Our routines

Name of Routine	Why?	How?	Role of the Adult
3 "Be Ready"	To be ready, respectful and safe	<ol style="list-style-type: none"> <li>1. Stand up</li> <li>2. Follow instruction</li> <li>3. <b>Be ready</b></li> </ol>  <p>Example:</p> <ol style="list-style-type: none"> <li>1. Stand up from desk .</li> <li>2. Tuck chair under.</li> <li>3. Silently walk to line at the door and be ready.</li> </ol> <ol style="list-style-type: none"> <li>1. Stand up from the carpet.</li> <li>2. Go to your table space.</li> <li>3. Sit down and be ready.</li> </ol>	<p>Will say the number with the corresponding hand signal. Will tell the children the expectations. Expect 100%.</p>
Freeze	To be ready, respectful and safe	<p>Outside: The whistle will blow – FREEZE – hands empty and up in the air. You will be told to tidy up or that you have five minutes left. Bell will ring – walk to your line.</p> <p>Inside: Musical instrument used – FREEZE – hands empty and up in the air. You will be told to tidy up or that you have five minutes left.</p>	<p>Give one clear whistle blow. Will use the instrument for a short period. Encourage everyone to FREEZE – may use voice to remind. Expect 100% One adult will give the clear instruction.</p>



## Woodseaves CE Primary Academy Behaviour Curriculum

### Monitoring

#### Impact

Delivery of the Behaviour Curriculum will be monitored within the school monitoring cycle. This may include involvement from the school Senior Leadership Team, staff from other Trust Schools and the Trust Central team or members of the local governing body (LGB). Staff completing learning walks will identify examples of best practice and share these with colleagues if necessary. At Woodseaves CE Primary Academy we use CPOMS to record significant behaviour incidents and the school leadership team will monitor these. The Headteacher will monitor trends, identify strengths and weaknesses in cohorts of children. Targeted support will then be put in place to address this. All stakeholders will have input into the development, review and implementation of the Behaviour Curriculum and will have the opportunity to provide feedback. Weekly behaviour monitoring is conducted through the use of Dojo. The outcome of this monitoring is shared with all staff through the weekly communication email. Any actions for staff are also included within the weekly email, and where appropriate through direct staff CPD.

**Pupil Voice** - As part of our monitoring we will be talking to the children about the Behaviour Curriculum, the routines and the impact it has on their learning. We will ask them questions relating to our Values and the culture of the school.

**Pupil Leadership Team** - At Woodseaves we aim for the school council, Head boys and girl and other members of our PLT to support discussions on behaviour across the school and be active in making positive changes.