Behaviour curriculum

At Stafford Leys, we know that children need to be taught expected behaviours, much as they need to be taught to read and perform calculations. These should be revisited and rehearsed so that they become consistent and habitual. We spend the first few weeks in September embedding these expectations and routines and then revisit them every half term for refinement and revision. If a child does not meet an expectation of behaviour, then instead of punishing them, we should take the opportunity to reteach our expectations so that they can learn to do better for next time. Punishments rarely achieve the desired effect; we focus on prompt, predictable and logical consequences to actions and restoring relationships instead. Our behaviour curriculum focuses on our three school expectations (Be respectful, Be ready and Be your best) as well as our strapline which embodies what we want our pupils to have (Confidence, Compassion and Character). Our expectations are designed to be taught from EYFS to Year 6 and are adapted to suit the needs of those with SEND and other additional needs.

Respectful relationships

We believe that a relationship should be at the heart of our behaviour curriculum. Mutual respect between pupils and staff is key, and we believe consistency is imperative to helping these relationships grow. Children need to feel safe and secure in their school environment and by building strong relationships, we can ensure that our pupils are in the best position to learn. We teach our pupils what a respectful relationship looks like in PSHE lessons and reiterate this in our everyday practice. When a relationship is damaged, it is important to repair it through a restorative process to ensure that all parties feel heard, have shared their experiences and have agreed upon a way forward. The use of logical consequences will be used to ensure that the necessary repairs are done to enable everyone to move on. When this happens, we will make time for the pupil(s) to be heard, listen to them and reach an understanding or find common ground to ensure that the relationship can move forward.

To build and maintain these relationships, adults will greet the children upon their arrival into the classroom with a smile. This helps to set the tone for the day and ensure that every child is welcomed into our school and feels as though they belong. Respectful language will be used at all times between pupils and their peers and between pupils and staff.

Ready for Learning

At Stafford Leys, we have a set of learning behaviours that we aim to develop within our pupils. These will give the children the tools that they need to become independent learners and equip them for their futures. We use animals to help the children to understand what each behaviour looks like and how they can achieve it. They are then used and referenced in lessons and assemblies to ensure that the children remember them and refer to them themselves. The learning behaviours are:

* Staying focused on their learning, like Staffy the Dragon;
* Learning from their mistakes, like Lena the Leopard;
* Developing a love of learning, like Denzel the Dolphin;
* Releasing their imagination, like Rocky the Raccoon;
* Asking questions, like Aarya the Alligator;
* Give it a go, like Geri the Giraffe;
* Operate as a team, like Ollie the Octopus;
* Never give up, like Nozomi the Newt.

Be your best – consistently.

For children to feel safe and secure in school, they need to be able to predict what will happen. If they do something, they need to know the consequences of that action will always be the same. It is also reassuring to know that every time a routine is performed, the outcome is the same. To support this, we have routines that are the same across the school to ensure that learning time is not wasted with simple, everyday tasks and that children know what to expect from adults around the school. Some examples of these are:

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| Wonderful Walking   1. Lines of children are alphabetical and silent before moving around school. 2. We face forwards, walk with our arms by our sides in single file. 3. We walk silently and sensibly to our destination to avoid disrupting other learners around us. 4. When entering or leaving assembly, we walk in silence. | | Respectful communication   1. We listen to the speaker and pay attention to them. 2. We always use respectful language. | | Ready for learning   1. We have our equipment ready. 2. We sit, ready for our instruction. 3. We participate in the lesson as the teacher instructs us to, for example: hands up, no hands up, partner talk etc. |
| Lunchtime – KS1   1. We line up and listen to lunchtime supervisors instructions (this may be to wash hands straight away, or play depending on year group). 2. We walk to the hall and sit quietly. 3. We listen for when we are told to line up to collect our dinner. 4. Once we have finished eating, we walk outside to play. 5. At the end of lunch, we line up silently and wait for our teacher to collect us. | | Lunchtime – KS2   1. We are dismissed from class and go outside to play. 2. We wait to be called into dinner. 3. We wash our hands sensibly. 4. We walk into the hall and sit quietly. 5. We listen for when we are told to line up to collect our dinner. 6. Once we have finished eating, we walk outside to play. 7. At the end of lunch, we line up silently and wait for our teacher to collect us. | | There will be other routines that are embedded within the classrooms, such as how resources are distributed, how class discussions are run etc. These routines are taught and rehearsed with the children in addition to the whole-school routines. |

To build upon this consistency, we ensure that uniform expectations are enforced across the year groups so that pupils are not being spoken to repeatedly about the same issues. We expect parents to support us in this as part of the home-school agreement issued at the start of each year.

Behaviour across the school

Accepted behaviours will look different in different contexts within the school grounds: for instance, whilst it would be inappropriate to run through the corridors for safety reasons, it would appear very normal for a child to run on the playground or the field. This is why we have expectations that vary from context to context. Please see Appendix 1 for a more detailed explanation of the kinds of behaviours that we expect to see in different areas of our school.

Emotional Literacy

As a school, we place huge emphasis on the children understanding their emotions, developing confidence and how they can self-regulate effectively to prepare them for the future. We use PSHE lessons to support this and plan for more specialised sessions for individual classes when needed. It is also interwoven into all areas of our curriculum. Additionally, we run an ELSA programme which consists of planned sessions for pupils who require additional support to manage and understand their emotions.

Rewards and Consequences

At Stafford Leys, we believe that the children should meet our expected behaviours as standard. This means that when we reward the children, we are rewarding them for something that has gone above and beyond our expectations and should be celebrated widely. To do this, we use a range of strategies:

* Verbal praise: ‘I like the way…’ or ‘Thank you for…’
* Recognition board: Children’s work or actions can be displayed in their classroom with their photo attached for all members of our school community to be able to celebrate with the children.
* Postcards/phone calls home: If a child has gone above and beyond expectations, then we like to share this with parents/carers at home so that we can all celebrate together.
* Visits to other members of staff, including SLT: by sharing successes with other staff members and senior leaders in school, we can build further positive relationships and ensure that children know that their efforts are appreciated outside of the classroom.
* Golden Tickets: to promote teamwork and working together as a class. Each class will be given 3 Golden Tickets per year and when they believe that their class has achieved something above and beyond as a team, they can apply for a Golden Ticket treat.

When behaviour does not meet our expectations, our first response is to remind or reteach the expectation, rather than assume that the children should know better. Any consequences given must be predictable and logical so that the child can be sure that if the behaviour were to be repeated, the same consequence would be reached. Consequences are delivered in the following order:

1. A non-verbal reminder given to the pupil
2. A verbal reminder of our expectation, using explicit language, e.g., Thank you for walking in the corridor.
3. 30 second script to be used to reiterate our expectations:

I’ve noticed you are… It was the expectation about X that you aren’t meeting…

Let’s think of a better way (move to the back, catch up at playtime, speak to someone else etc.)

Last week, you were doing Y brilliantly.

That’s who I need to see today.

Thank you for listening.

1. Acknowledge the poor behaviour and let them know it will be addressed fully later using a restorative conversation. If they continue to be disruptive, they must leave the room to allow for others to continue to learn. Give them the choice of completing the work now or later, working in the corridor or needing five minutes in a safe space (delete as appropriate). At lunchtime, this would be standing out with the lunchtime supervisor to give time for reflection and a restorative conversation.
2. SLT – to be called for support as a last resort. At lunchtime, the lunchtime provision could be used to give the child a chance to reflect upon their actions/get it right in a smaller setting.

If a pupil reaches a point where they need to leave the classroom, parents should be contacted to seek support and work collaboratively on a way forward.

Restorative Conversations

When conducting restorative conversations with the children, we are not seeking to lay blame or determine the most suitable punishment. We are working together to understand what happened, who it affected and what can be done to move forward (Finnis, 2021).



Bubble 1 – What happened?

We start the conversation by ascertaining what happened, bearing in mind that there are three truths in a situation: my truth, their truth and the truth. The three key things to establish here are:

1. Behaviours – what happened?
2. Thoughts – what are your thoughts about what happened?
3. Feelings – what are your feelings about what happened?

It is important to consider feelings at this stage as it will help determine the solution focus.

Bubble 2 - who has been affected by this?

This is where we can discuss the impact on the child and the people around them. This is where we explore the fact that actions have consequences, and sometimes these can be unintended.

Bubble 3 - what needs to happen now?

This is about exploring what must happen next for amends to be made. This may involve further conversations with other parties involved or a logical consequence for the child to do better next time. We want the children to be their best, and this part of the process enables us to reteach expectations. These actions should be decided upon and reviewed to ensure that the child has learnt from their mistakes and that it won’t be repeated, much like an academic learning target.

At this point, an apology may not be the correct reparation. For an apology to be worthwhile, it needs to be meant, so it may be that the child needs further thinking time before this can be done. Instead, thinking ‘How can I make this up to you?’ teaches individual responsibility and gives the child the chance to repair the relationship.

Useful question prompts for each bubble:

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| --- | --- | --- |
| What happened? | Who has been affected by this? | What needs to happen now? |
| What has brought us here today?  Can you tell us more about the issues that have brought us here today?  What happened next?  And then?  What were your thoughts at the time?  Can you tell us more about X?  What was happening before?  What were you thinking? (not in a judgmental way!)  What was in your head?  How were you feeling?  What do you think about it now?  What else? | How have you been affected?  Who else has been affected?  Anyone else?  How have others been affected?  How do you feel now?  Was anyone else involved? If there was, how were they left feeling?  Can you tell us more about X?  Has anyone else been affected by this?  Anything else to add? | What do you need in order to move on from this?  What else needs to happen?  Can you tell us more about X?  Do you agree with that?  What would that look like?  When will it be done?  Are you OK with that?  What will help you move on from this?  How does that leave you feeling?  What will it look like when it is done?  What do you think about what has been suggested?  If you can’t do that, what can you do?  Anything else to add? |

By using these scripts, we can create predictability in how we resolve issues. Children know that the response to their behaviour will be the same, whoever they are speaking with, and that they will be treated in a calm, controlled manner.

Lunchtimes

At lunchtimes, we want children to be able to engage in activities that they enjoy and have a chance to socialise with their peers. We offer a range of activities to enable this and give chances for children to develop their skills in other areas. Different zones are used inside and outside to provide these opportunities. Examples of these are our dancing zone, football pitches, quiet reading corners, chess zones and technology zones.

For children who require a quieter space, or who have struggled to meet expectations at lunchtime, we have the quiet outdoor zone. This is not an area of punishment, but a space where activities are more closely supervised and expectations are re-modelled to the children. This allows for the re-teaching, rehearsing and practice that is required for children to be reintegrated into the main lunchtimes zones.

We place a great emphasis on children having their own responsibilities at school, especially when they reach Year 6. Our sports leaders support the younger children to play activities with a range of equipment to build confidence and teamwork skills. Other roles will be introduced to further support the lunchtime provision.

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| In our classrooms, you will see:  \*The adult welcoming the children into the room  \*Starting our tasks promptly once we have collected our equipment  \*Ensuring that we are ready for learning  \*Working independently  \*Staying on task  \*Taking pride in our presentation  \*Being the best we can be  \*Treating our resources and environment with respect  \*Treating one another with respect  \*Taking an active part in class discussion, listening to the viewpoints of others.  You will not see us:  \*Swinging on chairs  \*Calling out  \*Talking whilst the teacher or another child is  \*Disrupting others | Around school, you will see:  \*Wonderful Walking  \* Holding doors open  \*Greeting people politely – saying ‘Good morning’ and ‘Good afternoon’  \*Looking at someone when they are speaking  \*Using our manners – ‘Please’ and ‘Thank you’  \*Showing gratitude when somebody does something for us  \*Standing aside to let someone pass  \*Being mindful of other learners around us  \*Getting back to our classrooms as swiftly as possible  You will not see us:  \*Talking loudly or otherwise disturbing other classrooms  \*Being silly in corridors or open areas  \*Wandering around |
| When in the dining hall, you will see us:  \*Wonderful walking  \*Staying in our seat and asking for help by raising our hand  \*Talking sensibly with the people sat around us  \*Remembering our manners – ‘Please’ and ‘Thank you’  \*Using our cutlery  \*Clearing our trays sensibly  \* Finishing our meal before we leave the hall  You will not see us:  \*Shouting at those around us  \*Running  \*Being silly | When outside, you will see us:  \*Demonstrating respect to our peers and adults  \*Trying to resolve conflicts independently or with the support of anti-bullying ambassadors  \* Taking part in a variety of activities  \*Making sure everyone is included and valued  \*Lining up quickly and sensibly when the whistle is blown  \* Treating our resources and environment with respect  You will not see us:  \*Taking part in rough play  \*Using unkind words or inappropriate language  \*Going indoors without permission from an adult |