

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. Our whole school expectations are “Be Respectful, Be Ready, Be your best”. We use these to encourage the development of the values that we wish to see in all children at Stafford Leys, which are Confidence, Compassion and Confidence. 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, we use logical consequences and reteach our expectations so that they can learn to do better for next time. “Punishments” alone rarely achieve the desired effect; we focus on prompt, predictable and logical consequences to actions and restoring relationships instead. 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. The purpose of our behaviour curriculum is to ensure that our expectations are taught consistently and to ensure that every child can experience success in relation to their behaviour.

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:

<p>Wonderful Walking</p> <ol style="list-style-type: none"> 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. 	<p>Respectful communication</p> <ol style="list-style-type: none"> 1. We listen to the speaker and pay attention to them. 2. We always use respectful language. 	<p>Ready for learning</p> <ol style="list-style-type: none"> 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.
--	---	---

<p>Lunchtime – KS1</p> <ol style="list-style-type: none"> 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. 	<p>Lunchtime – KS2</p> <ol style="list-style-type: none"> 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. 	<p>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.</p>
---	---	--

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. (See Relationships with home section).

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.

4. 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.
5. 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.

Logical consequences look different in different scenarios as they must be logical for the unique circumstances each action stems from. This means that the consequence can be tailored to the actions that led to it. These may include, but are not limited to, 'fixing' the issues caused by the behaviour, a loss of privilege or time taken to reflect upon their actions. They will always be respectful, relevant and realistic.

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).



Mark Finnis, *Independent Thinking on Restorative Practice*.

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:

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 required for children to be reintegrated into the main lunchtime zones.

We place a great emphasis on children having their own responsibilities at school, especially when they reach Year 5 and 6. Our sports leaders support the younger children to play activities with a range of equipment to build confidence and teamwork skills. Learning mentors support the younger children in the classrooms with activities such as reading. Other roles will be introduced to further support the lunchtime provision.

Recording Behaviour Incidents

Please see separate document *Recording Behaviour Incidents on Arbor* for details on which incidents are recorded centrally and how this is completed.

Relationships with home

We value the relationships between school and home and understand that we share the responsibility for a child's learning with their family. Our home school agreement outlines the responsibilities that we have as a school, that pupils have as learners and that families have in supporting their child's education. Please see Appendix 2 for a copy of this document.

Specific behaviour issues and Exclusions

Behaviours such as child on child abuse, discriminatory behaviour and bullying are not tolerated at Stafford Leys. Further information on how they are dealt with can be found in the separate policies:

- Safeguarding Policy
- Anti-bullying policy
- Physical handling policy
- Esafety policy
- Exclusion Policy

Staff Training

Regular CPD is arranged for all staff members to ensure a consistent approach is used. This includes teaching, support and pastoral staff and midday supervisors. It forms part of our induction process for new staff, including an introduction to the research and theory behind the relational and restorative approach.

Transitions

As a minimum, at the start of each half term, our behaviour curriculum is revisited with all children to ensure that breaks from school routines are managed carefully. It is revisited more regularly than this 'in the moment' and the frequency of this varies dependent upon individual needs. Our approaches are designed to be consistent, minimising the impact of transitions as all staff have the same high expectations of all children. Extra support is given to those children who require it to ensure a successful transition through our school and beyond.

Statutory Information

Our behaviour curriculum outlines how we teach learning behaviours at Stafford Leys. It includes information on expectations, routines, rewards and consequences. Staff use the behaviour curriculum document to teach the pupils how to behave in the various contexts within school. The purpose of this section is to give information on serious behaviour incidents which may warrant more serious consequences such as searches or exclusions and should be used in conjunction with the behaviour curriculum.

1. Legislation and statutory requirements

This section, in conjunction with our behaviour curriculum, is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools (October 2022)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this information is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

2. **Serious behaviour incidents** are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional touching without consent)
- Sexual harassment, which is any unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, of sharing of explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Serious behaviour incidents will be dealt with by a member of the Senior Leadership Team in conjunction with the class teacher. They will be recorded as appropriate onto Arbor and CPOMS.

3. Confiscation

Any prohibited items found in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. School staff will make a telephone call to parents when an item is confiscated in the first instance to reiterate the importance of not having non essential items in school. On the rare occasions when required, searching and screening

pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. A record of any such search or screening will be logged by a member of SLT on the CPOMs system. This will only happen where there is an immediate, substantial risk to the pupil or others within school.

Appendix 1

<p>In our classrooms, you will see:</p> <ul style="list-style-type: none"> *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. <p>You will not see us:</p> <ul style="list-style-type: none"> *Swinging on chairs *Calling out *Talking whilst the teacher or another child is *Disrupting others 	<p>Around school, you will see:</p> <ul style="list-style-type: none"> *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 <p>You will not see us:</p> <ul style="list-style-type: none"> *Talking loudly or otherwise disturbing other classrooms *Being disruptive in corridors or open areas *Wandering around
<p>When in the dining hall, you will see us:</p> <ul style="list-style-type: none"> *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 <p>You will not see us:</p> <ul style="list-style-type: none"> *Shouting at those around us *Running *Being disruptive 	<p>When outside, you will see us:</p> <ul style="list-style-type: none"> *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 <p>You will not see us:</p> <ul style="list-style-type: none"> *Taking part in rough play *Using unkind words or inappropriate language *Going indoors without permission from an adult



Introduction

We believe that a close relationship between school and home can benefit the pupils immeasurably. By setting out what parents and children can expect of the school and its staff, and what the school can expect from parents and children, we can work cooperatively to ensure the best outcomes for the pupils of Stafford Leys.

Home-School Agreement

Our responsibilities to the pupils:

Attendance and Punctuality

- Provide a safe, nurturing learning environment for your child to attend.
- Care for your child's safety and happiness.
- Monitor your child's punctuality and attendance in line with their achievement, behaviour and wellbeing.
- Inform you when there are concerns about your child's attendance and punctuality.

Uniform

- Offer a cost-effective, easily accessible school uniform, which promotes a sense of pride, community and belonging.

Home / School

- Work together in constructive partnership with parents and carers for the benefit of their child.
- Keep you informed of your child's progress, learning and well-being, through meetings, learning consultations, parents' evenings and an annual written report.
- Keep you informed about general school matters through regular communication.
- Contact you as soon as possible if we are concerned about your child's progress, behaviour, attendance or well-being.
- Respond to you as soon as possible if you contact us.
- Encourage the children to complete their reading 3 times per week at home by checking and signing reading diaries.

Teaching and Learning

- Plan a meaningful, enjoyable curriculum that engages children, meets their different needs and motivates them to learn.
- Encourage and motivate children to always be their best and enable them to achieve their best in all areas of learning.
- Provide a range of extra-curricular activities designed to enrich your child's school experience.
- Enable your child to understand that success and achievement can come with effort.
- Monitor children's use of technology in school and teach them how to stay safe online.

Behaviour

- Have high expectations for work and behaviour, fostering respectful relationships and developing meaningful relationships with the children.
- Use relational practice and restorative principles to teach children the expected way to behave within our school.
- Develop children socially, morally, spiritually and culturally within the school values and British Values.

Parental responsibilities:

Attendance and Punctuality

- Make sure my child arrives at school on time and ready for the day ahead.
- Fully support the school Attendance Policy. Avoid taking holidays or days out during the school term. Seek authority from the Headteacher for any absences.
- Contact the school each day of my child's absence.
- Make arrangements for my child's safe journey to and from school and ensure that they are collected on time at the end of the day. Inform the school of any changes in the planned collection of my child.

Uniform

- Ensure my child attends school in the correct school uniform and shoes.
- Ensure my child's school uniform and PE kit is smart and clean.
- Ensure my child has the correct PE kit/is wearing the correct PE kit on PE days.

Home / School

- Support my child to read 3 times per week and record this in their reading diary.
- Ensure that the school is informed immediately of any change to contact details or other relevant information, such as medical conditions/updates.
- Attend appointments and discussions about my child's progress, achievement and social development.
- Reply to any school correspondence.
- Ensure that no negative, personal or adverse comments about children, staff or the school are posted on any social networks or websites.
- Be respectful and considerate towards all members of the school and the local community.

Teaching and Learning

- Speak to school staff about any concerns or circumstances that might affect my child's work, attitude or behaviour.
- Help my child to be healthy in mind and body.
- Monitor and support my child to use technology effectively and safely in an age-appropriate manner.

Behaviour

- Support my child's education by encouraging high standards, a positive attitude and good behaviour.

Pupils' Responsibilities:

Attendance and Punctuality

- Come to school every day on time.

Uniform

- Wear my school uniform and school shoes, including on PE days.

Home / School

- Bring everything I need to school on the day it is required and take care of resources given to me.
- Read 3 times a week at home and record what I have done in my reading diary.
- Tell an adult if something is upsetting me or if I have hurt myself.
- Tell a teacher or someone at home if I find my work difficult.

Learning

- Always try my best and work to my full potential in all aspects of my learning.
- Use technology in a safe and responsible way that is appropriate to my age.

Behaviour

- Be a good ambassador for the school by adhering to the school expectations whilst in school, during extra-curricular activities and while on off-site activities:
- Be Respectful.
- Be Ready.
- Be Your Best.

Signed:

Parent:

Pupil (KS2):

