



**Federation of
Tibberton CE & St Lawrence CE Primary Schools**

Behaviour Curriculum – 2023/24

Federation of Tibberton CE and St Lawrence CE Primary Schools - Behaviour Curriculum 2023 - 2024

At Tibberton and St Lawrence, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our Christian values-based curriculum has been designed to build our pupils' character, preparing them for a successful future, and our behaviour curriculum is at the heart.

Through our behaviour curriculum, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for pupils from Reception to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs – every child is important and we want every child to succeed.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Bootcamp & ongoing explicit teaching of expectations. Classroom routines. Around school: wonderful walking	Revision of Routines and Expectations. Teachers to recap as necessary. SLT to identify areas for development.	Revision of Routines and Expectations. Teachers to recap as necessary. SLT to identify areas for development.	Behaviour Reboot & ongoing explicit teaching of expectations. Classroom routines. Expectations around school.	Revision of Routines and Expectations. Teachers to recap as necessary. SLT to identify areas for development.	Revision of Routines and Expectations. Teachers to recap as necessary. SLT to identify areas for development.
SLT Focus: Lunchtime Rules and Routines	SLT Focus: Manners and etiquette	SLT Focus: Christian values	SLT Focus: Lunchtime routines/ Manners	SLT Focus: Outdoor play/ Demonstrating Christian values	SLT Focus: Learning behaviours

Teaching Approach

Doug LeMov states, 'Students should never have to ask themselves, "What am I supposed to be doing?" when they enter your classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here.'

This quote explains our rationale behind our teaching approach. We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our academic year begins with a 'Behaviour Bootcamp' – a day dedicated to introducing and rehearsing behaviours. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. We also take into account Trauma Informed practices and Attachment Research, to ensure that we are adapting our curriculum to meet every child's needs. Furthermore, we link this approach to our classroom expectations around learning behaviour- using cold calling and questioning techniques to avoid passive learning, instead guiding children towards aspirational learning behaviours.

Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few weeks reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary. Each half term our SLT will focus on an area of the behaviour curriculum, taking the valuable opportunities of afternoon worship, breaks and lunchtimes to remind and rehearse, consistently recognising outstanding behaviour. Mid-way through the year we dedicate time to a 'Behaviour Reboot' where we can review and remind ourselves of all of our routines and expectations.

Our 'Gold' behaviours can be shown in three strands: Learning behaviour, Values, and Etiquette.

Learning behaviour	Values	Etiquette
Are you... Eager to learn (concentrating and responding to questions)? Ready to learn (do you have the right equipment)? Demonstrating a growth mindset and perseverance? Aiming to be the very best you can be?	Are you: Demonstrating our six core Christian Values of: Courage, Respect/ Friendliness, Honesty, Thankfulness, Forgiveness, Compassion?	Are you: Being polite and respectful to everyone? Greeting people politely and opening doors for others? Using table manners at lunchtime? Taking pride in your personal appearance?

Routines and Expectations for All

Tom Bennett states, 'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.' We have therefore designed a list of expectations, combined with rules that every member of the school community can refer to - these are clear and accessible for everyone.

<p>In our classrooms, you will see us:</p> <ul style="list-style-type: none"> • Lining up sensibly • Starting our task as soon as we enter the classrooms • Ensuring we are prepared for and ready to learning • Working independently (alone or with a partner) • Staying on task • Taking pride in the presentation of our work • Treating our environment and equipment with respect • Taking part in discussion, showing an interest in the ideas of others <p>You won't see us....</p> <ul style="list-style-type: none"> • Swinging on chairs • Calling out • Talking whilst the teacher is • Disrupting others • Fiddling with items on our desk 	<p>When playing outside, you will see us:</p> <ul style="list-style-type: none"> • Treating others with kindness • Demonstrating respect to all peers and staff • Trying to resolve any disagreements independently • Taking part in different activities • Making sure everyone feels included and valued • Following the games rules • Lining up quickly and sensibly as soon as the whistle is blown or the bell is rung • Treating our environment and equipment with respect <p>You won't see us....</p> <ul style="list-style-type: none"> • Taking part in rough play • Using unkind words or inappropriate language • Going indoors, unless we have permission from a member of staff • Behaving in a way that may upset others
<p>When around school demonstrating outstanding etiquette, you will see us:</p> <ul style="list-style-type: none"> • Wonderful walking • Holding doors open – letting others through a doorway first • Greeting people politely - saying 'Good Morning' or 'Good Afternoon' • Using 'please' when asking for something • Using 'thank you' and showing gratitude when somebody does something nice • Being mindful of other learners around us <p>You won't see us....</p> <ul style="list-style-type: none"> • Talking loudly • Being silly in the corridors 	<p>At lunchtime and in the dinner hall, you will see us:</p> <ul style="list-style-type: none"> • Wonderful walking • Lining up quietly, standing straight • Remembering our manners • Carrying trays sensibly • Using indoor voices • Using our knives and forks • Clearing tables sensibly <p>You won't see us...</p> <ul style="list-style-type: none"> • Getting out of our seats when we don't need to • Running • Being silly

• Wandering around	• Talking loudly
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Behaviour Systems

We have a behaviour system designed to encourage children to become intrinsically motivated to achieve our Gold Behaviours. Our Good to be Green or St Lawrence Tree-mendous system is used by all staff members and runs hand in hand with our rules and expectations. Our pupils are recognised for outstanding behaviour. We hold a weekly celebration worship and an end of term awards to celebrate excellent behaviour. Children can earn certificates and small prizes for outstanding behaviour- as well as the wonderful feeling of knowing they have achieved something great.

We have a 5, 4, 3, 2, 1 count for being ready, and 1,2,3 prompts for younger children to move around school.

Children's successes are also recognised in the weekly newsletters, where the stars of the week are highlighted.

The Federation Behaviour Policy contains information on the consequences of a poor behaviour choice, alongside detailing how we operate the behaviour systems above.