



Introduction

At Murdishaw West, we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow. We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong. Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Murdishaw West, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

At Murdishaw West, we incorporate this practice into our behaviour flowchart (page 3)



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

At Murdishaw West Community Primary School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time, they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

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 ten principles of instruction from Barak 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). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.



CELEBRATE

We look for opportunities to celebrate children making good choices, demonstrating our school values and following our school rules. We celebrate with Swap Shop points, positive praise and weekly certificates in assembly.



POSITIVE REMINDER (Attune, Validate, Contain & Regulate)

Reminder of expectations e.g. I need you to.....thank you. An opportunity to make the right choice. Used when a child is not following instructions/school rules.



WARNING CONVERSATION

When a child continues to not follow the school rules or is deliberately unkind or disruptive. This conversation should take place away from others.



REFLECTION TIME (WIN - Win, Imagine, Notice)

When low level behaviour continues to disrupt the learning of others or play e.g. kicking, shouting, damaging school property. Time to reflect in the classroom is given along with a discussion - What happened? What were you thinking and feeling at the time? What have you thought about it since? Who has been affected and in what way? How could things have been done differently? What do you think needs to happen to make things right?



ISOLATION

Continues to deliberately disrupt the learning of others, using inappropriate language, persistently being rude or total refusal to follow instructions. Time away from class for activities or larger part of break or lunch to agree a resolution.



ISOLATION FOR THE REMAINDER OF THE DAY/ SUSPENSION

Used when staff are concerned about dangerous or threatening behaviour. Reasonable force used as last resort. External agency may be informed. Child to spend time in isolation or be suspended.



Curriculum content to be covered in depth in Autumn 1 and revisited throughout the year.

Our core values

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives. It is our aim that every pupil can look back positively on their school experience having achieved the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills, underpinned by our school values:

C.A.R.E

We Collaborate	We Achieve	We are Respectful	We Enjoy	We CARE!
Using calm and respectful tones when we communicate. We work with others to develop our learning. We value everyone's contributions. We encourage each other to do their best. Collaborating helps us to remember more. We work together to overcome challenges. We listen to others' point of view. We take pride in our community.	Sitting sensibly in the classroom. We are motivated to be the best we can be We want to achieve excellence. We believe in ourselves. We aim high. We show perseverance. We work hard towards our goals. We complete homework on time . We remember to bring equipment to school. We wear correct school uniform. We tidy up our own workspace and the classroom.	Say please and thank you. Hold doors open for people. Talk kindly to other pupils. Say good morning. afternoon to others. We respect others right to learn. We respect school property by looking after it We use a calm and polite tone of voice. We value differences. We follow teacher instruction. We walk through corridors. We play games where we do not hurt others emotionally or physically.	We have the right to enjoy learning. Our curriculum is fun, engaging and creative. We play games that do not become too physical. We celebrate the achievements of others as well as ourselves. We think about how our actions and words can affect others.	We accept responsibility if we make a mistake and saying sorry. We play with others. We help others. We give good and helpful advice. We are kind and thoughtful and we think about how our actions and words can affect others. We show support to someone experiencing difficulties. We show forgiveness.



Our Routines

Show Me You're Ready to Learn...

Give Me 5 is our whole school prompt for attention and silence. To ensure our younger children and those with slow processing have time to respond, we say '5 4 3 2 1 give me 5' then expect silence from all children before moving on.

Children are reminded to have:

- Eyes on me
- Mouths closed
- Ears listening
- Body still/ everything out of your hands
- Brainboxes switched on.

Walking Feet

Know that we walk around school using **Walking Feet**

Know that **Walking Feet** means

- Facing forward
- Walking in a straight line
- Hands by side
- Use indoor voices.

Indoor Voices

Know that, when we are inside, we use an indoor voice. We do not shout at others. We speak calm and respectfully.

Show me you are ready to learn...

Give Me 5!





Our Routines

Fantastic contributing

Know that we expect all children to contribute in class. Fantastic contributing means:

Listening to the class teacher or whoever is speaking

Considering my responses before sharing

Putting my hand up so I know my teacher knows I want to contribute during whole class discussions

Sharing answers/contributions in a clear voice using full sentences

Building on what others have said

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox and water bottle away

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Using good manners

Know that I should always say 'please' when I am asking for something.

Know that I should always say 'thank you' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to greet others.

Know that it is important to show gratitude to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.



Our Routines

Playtime Behaviour

Know that I must walk from my classroom to the playground using **Walking Feet**.

Know that I must play safely without hurting others or myself.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring and helpful way towards other people.

Know that, when called, I must line up in my lining up order straight away.

Know that I must walk back to my classroom using **Walking Feet**

If I drop litter, I will pick it up and put it in the bin.

Lunchtime

Know that I use **Walking Feet** when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use my **Indoor Voice** when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down with my lunch.

Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.

Know that once I have cleared my plate, I walk to the playground.

Know that I use **Walking Feet** when walking from the dining hall to the playground.



Our Routines

End of the day routine

Know that when my teacher signals, I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that I should leave my workspace tidy and ready for the next day.

Know that I should check on the floor around my workspace and make sure it is tidy.

Know that when the teacher signals, I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals, I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

Know that I should not be leaving my seat during a lesson, unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk, as this will stop myself and others from learning.