Murdishaw West Primary & Nursery School

Behaviour Curriculum

Our School Values

C.A.R.E

- **Collaborate**
- **Achieve**
- **Respect**
- **Enjoy**

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Behaviour Curriculum

At Murdishaw West, we take a preventative approach to behaviour management. All adults in our school are encouraged to look beyond behaviour and respond with curiosity to children's needs. Every child will be offered compassion and supported through co-operative learning with a caring adult.

Our vision is to help children feel heard, understood and valued, so that they can develop the skills needed to overcome challenges as they grow. We promote a positive and inclusive approach to managing emotions and well-being, recognising that all behaviour is driven by emotion. With this in mind, we work hard to develop emotional intelligence, leading to greater emotional literacy for all pupils.

We believe that no child chooses to behave negatively. Our aim is to strengthen children's capacity to manage their behaviour by helping them understand the emotions they are experiencing. Each classroom environment is designed to support self-regulation and to help children develop greater self-awareness in their social and emotional development. Children are encouraged and supported to explore:

- their emotions the impact these emotions have on their behaviour and the behaviour of others
- strategies they can use to self-regulate

This is supported through the use of approaches such as emotion coaching, restorative practice and, where necessary, logical consequences.

Restorative practice is a set of principles and approaches that encourages children to take responsibility for their behaviour by considering its causes and consequences. In a rules-led system, the focus is often on telling a child what they have done wrong and what their punishment will be. However, we believe this does not help children understand their responsibility in the situation, or the impact of their actions on others. Restorative practice, by contrast, supports children to reflect on their behaviour, its consequences and what they can do to repair harm and improve future choices.

At Murdishaw West, our vision is to develop, maintain and repair relationships, building a community rooted in empathy, reflection and self-learning, where children are supported to take responsibility for their own behaviour.
This approach is embedded within our behaviour flowchart on page 3.

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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.

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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 to share with parents.

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. Parents may be informed if this is a repeated concern.

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? Parents will be verbally informed to ensure they can support at home. A school monitoring report may be agreed on after a discussion with parents. This may lead to an agreed isolation.

INTERNAL 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. Parents will be informed and a monitoring report may be agreed after discussions.

SUSPENSION

Used when staff are concerned about dangerous or threatening behaviour. Reasonable force used as last resort. External agency may be considered. See the Suspensions and Exclusions Policy.

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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

- 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.

We Achieve

- 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.

We are Respectful

- 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 Enjoy

- 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 CARE!

- 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.

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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 calmly and respectfully.

Show me you are ready to learn...

Give Me 5!



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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.

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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.



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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.

