

# Behaviour Curriculum – part 1



Behaviour Culture	Our values	We Care	We Share	We Believe	We Achieve
	<p>The aims of the behaviour curriculum</p>	<p>Our vision is for all members of our unique community to feel a strong sense of belonging, demonstrating our values and knowing that they are valued by the school. This vision informs all aspects of the school, including this behaviour curriculum.</p> <p>We have high expectations for an emotionally intelligent culture throughout the school, being underpinned by excellent relational practice between all members of our community.</p> <p><i>“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo</i></p>			
Modelling the culture	<p><b>Philosophy</b> Pupils will be taught about the difference between valued and detrimental behaviours. Valued behaviour is defined as follows:</p> <ul style="list-style-type: none"> <li>• Creates helpful feelings in self and others</li> <li>• Behaviour which is positive, helpful and intended to promote social acceptance</li> <li>• Behaviour characterised by concern for the rights, feelings and welfare of others</li> <li>• Behaviour which benefits other people and society</li> </ul> <p>The process for teaching valued behaviours explicitly is as follows:</p> <ul style="list-style-type: none"> <li>• Identify the valued behaviours</li> <li>• Model the valued behaviours</li> <li>• Practise the valued behaviours</li> <li>• Notice the valued behaviours</li> <li>• Create conditions for children to choose valued behaviours</li> </ul> <p>At every opportunity, valued behaviours will be linked to our school values and, <i>‘The Downlands Way...’</i> of doing things.</p>				
	<p><b>Delivery</b> Expectations regarding and behaviour Behaviour Culture are woven into our <b>staff induction and training</b> routines so that all staff can model and advocate our philosophy.</p> <p>Key language and expectations for the Behaviour Curriculum will be explicitly taught in the first two weeks of the Autumn and Spring Term. Children will contribute to a bespoke <b>Class Charter</b> or expected valued behaviours. Parents and Guardians will have the chance to review and sign our <b>Home School Agreement</b>. Pupil leadership groups will be formed in the first two weeks and be asked to contribute to our Behaviour Curriculum, particularly the STAR expectations.</p> <p>Our behaviour culture will also be reinforced when teaching curriculum subjects and through other teaching opportunities.</p>				
Maintaining the culture	<p>Our Behaviour Culture aims to be driven by internal discipline: the root of the word ‘discipline’ is ‘disciple’, meaning pupil or student. Our culture will promote an understanding of the positive impact of valued behaviours and the negative impact of detrimental behaviours. We aspire for our children to be motivated and engaged sufficiently to choose taught valued behaviours.</p> <p>We will use rewards (smileys, values awards, house points, Gold Book) as a planned logical response to valued behaviours, designed to help children learn and form good habits. Rewards will be linked to feedback targeting valued behaviours - ‘praising the product’.</p> <p>We will use consequences as planned logical responses to detrimental behaviours, helping children develop valued behaviours and learn from any mistakes made. These consequences (educational or protective) will always be prosocial and supported by an adult.</p>				
	<p><b>Equity</b></p> <p>Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour. Part 2 outlines some of the additional support on offer to children at Downlands, relating to the Behaviour Curriculum.</p>				

# Behaviour Curriculum – part 2



STAR EXPECTATIONS



## WHOLE CLASS LEARNING



**S** **T** **A** **R**

Sit up straight, arms folded.

Track the speaker.

Ask & Answer questions like an expert.

Ready & Respectful at all times.



## INDEPENDENT LEARNING



**S** **T** **A** **R**

Staying focussed

Talking only about the learning

Asking for help when needed

being Resilient



## CORRIDOR



**S** **T** **A** **R**

Single file walking

Talking quietly if necessary

Avoid damaging displays

never Running



## PLAY TIMES



**S** **T** **A** **R**

Speaking kindly

Taking turns

Avoiding conflict

Respecting the school environment



## DINING HALL



**S** **T** **A** **R**

Sitting sensibly

Talking quietly

Acting with care and kindness

Respecting each other and the environment



## COMMUNITY



**S** **T** **A** **R**

Staying safe

Talking advantage of opportunities

being an Ambassador for our school values

Respectful behaviour at all times

INCLUSION

Universal	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Class Charter</li> <li>• Rewards charts</li> <li>• Seesaw home-school communication</li> <li>• Clear instructions around transitions</li> <li>• Assemblies themed around behaviour curriculum</li> <li>• Structured play times and clubs</li> <li>• Pupil Leadership Groups</li> <li>• Golden Time</li> <li>• Jigsaw</li> <li>• Friendship Ladder</li> <li>• Girls on board</li> </ul>
Wave 2	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Now and next boards</li> <li>• Supported communication: sign language; pictorial lanyards; PECS</li> <li>• ELSA group sessions</li> <li>• Physical aids: fiddle toys/ear defenders/wobble cushion/kick bands/sand timer</li> <li>• Butterfly Hub</li> <li>• Sensory Room</li> <li>• Forest School</li> </ul>
Wave 3	<ul style="list-style-type: none"> <li>• ELSA programme or drop-in</li> <li>• MHST support</li> <li>• Specialist Teacher support</li> <li>• Pastoral Support Plan</li> <li>• Anxiety Mapping</li> <li>• Roots and Fruits analysis</li> <li>• EBSA</li> </ul>

