



Henleaze Infant School



Henleaze Campus

Behaviour Curriculum

Henleaze Infant School &
Henleaze Junior School

Overview of Content

Timeline:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS → Year 6	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

Introduction

At both Henleaze Infant School and Henleaze Junior School we want all of our children to feel safe, be kind, be their own unique selves and fulfil their academic potential. To support this, we insist that all staff have high expectations of behaviour for all pupils in our school. We believe they can achieve and demonstrate this through our unapologetically high expectations. All staff across the school will be consistent in their behaviour expectations, helping our children to feel safe and secure in school; they will know what to expect.

To support all of our pupils to succeed in school, and as citizens of the world, we have clearly mapped out what our behaviour expectations are. We explicitly teach these routines and expectations to our children as part of our curriculum. As part of our behaviour curriculum, we teach pupils routines and skills that will help them to behave well, be kind to others and show respect to everyone. These routines and skills become habits which support their learning and play. Having a shared understanding of behaviour routines and expectations ensures all pupils and staff know what behaviour is expected at Henleaze Infant School and Henleaze Junior School.

At Henleaze Infant School and Henleaze Junior School we recognise that behaviour is a form of communication and that children may be trying to communicate their thoughts and feelings via their behaviour. Therefore, we support children to narrate and manage their thoughts and feelings through our assemblies, through teaching the children about Zones of Regulation (ZoR), in PSHE lessons and through explicit teaching in class. This helps children to understand what emotion they are feeling and how they can self-regulate to feel better.

Teaching the Curriculum

All children and staff will be expected to know, and adhere to, our behaviour routines and expectations. The curriculum will be taught explicitly at the start of the Autumn term. The content will be regularly revised, with an explicit school-wide focus at the start of each short term.

Adaptations

While this curriculum is for all pupils it will be applied differently depending on individual SEND needs. Sensitivity must be applied at all times when teaching the curriculum. Some children may have individual behaviour plans tailored to their needs.

Curriculum Content

School Rules and Behaviour Expectations

<u>School rules</u>					
	<u>Act Kindly</u>	<u>Move Calmly</u>	<u>Listen Carefully</u>	<u>Do your best</u>	<u>Take care of our school</u>
<u>How to follow each rule</u>	<p>Say please and thank you</p> <p>Hold doors open for people</p> <p>Speak kindly to others - children and adults</p> <p>Value differences</p> <p>Fix things when they go wrong - eg. make things right with a friend if you have a disagreement</p> <p>Be honest</p>	<p>Walk in school</p> <p>Walk to line up at the end of break and lunchtime playtimes</p> <p>Line up in a 5 star line</p> <p>Sit silently in assembly</p> <p>Move calmly around the classroom at all times</p>	<p>Use STAR listening at all times</p> <p>Track the speaker</p> <p>Sit sensibly in the classroom</p> <p>Voices away when someone else is talking</p> <p>Wait your turn to speak - do not interrupt others</p> <p>Stop and listen when the whistle is blown outside</p>	<p>Understand that making mistakes helps your brain get stronger</p> <p>Try hard, even when things are tricky - don't give up</p> <p>Do not distract other learners</p>	<p>Respect school property by looking after it</p> <p>Respect the property of other people by not touching it unless invited by the owner</p> <p>Tidy up your own table and the classroom</p> <p>Look after our books</p>

School Routines

Silent Signaller

At both schools:

Our staff use a silent signaller to gain the attention of the class. This is achieved by the teacher using an attention grabber and raising both hands. When pupils see this, they should respond by stopping what they're doing and putting their hands up. They will turn their bodies to track the speaker. This should be done in silence. Teachers will ensure that all pupils stop and listen when they hear the bell so that everyone can hear the teacher's instructions.

5 Star Line

At both schools:

We walk around the school in a 5 star line. We walk in from playtime and lunchtime in a 5 star line.

A 5 star line means:

1. In a straight line
2. Hands by your side
3. Space in front and behind you
4. No talking
5. Ready to listen

STAR listening

At both schools:

We follow our school rule of 'listen carefully' by using STAR:

S - Sitting or standing up straight

T - Tracking the speaker

A - Attention at all times

R - Respect towards others

We know that we all do STAR listening to ensure everybody is able to learn without distractions.

We know that there will be a reminder (HIS) or a consequence (HJS) when we do not do STAR listening.

Transitioning

When we transition from one place to another, or from one activity to another we follow this routine.

When moving from the carpet to our tables (HIS only):

- When my teacher puts up 1 finger, we stand up.
- When my teacher puts up 2 fingers, we walk to our table space.
- When my teacher puts up 3 fingers, we sit down silently and listen for our next instruction.

When moving from the classroom to assembly or another space (both schools):

- When my teacher puts up 1 finger, we stand up.

- When my teacher puts up 2 fingers, we walk to our line.
- When my teacher puts up 3 fingers, we begin to walk silently to our next activity in a 5 star line.

Arriving at school

At both schools:

We know that we arrive on time to school.

We know that we put our belongings away quickly and quietly.

We know that we walk calmly into our classrooms.

We know that we greet staff and children with a smile and a 'good morning'.

We know that once we have entered the classroom, we do not leave again unless we have asked a member of staff.

We know that we begin our morning tasks as soon as we arrive in the classroom.

Using good manners

At both schools:

We know that we should always say 'please' when we are asking for something.

We know that we should always say 'thank you' when we receive something or someone does something nice for us.

We know that we should say 'Good morning/afternoon' to adults if spoken to.

We know that it is important to show gratitude to others by thanking people for what they have done for us.

We know that a calm and polite tone is respectful.

Assembly behaviour:

We walk into assembly in a **5 star line**.

In assembly we sit in **STAR**.

I know that if I break a school rule (eg. talk when the teacher is talking), I get a verbal reminder (HIS) or consequence 'C' (HJS) from an adult.

I know that if I break a school rule a second time, I get a second reminder/consequence and I will be moved to the end of my line.

HJS if I receive a second consequence IO will miss the start of playtime to have restorative conversation with the adult leading assembly

HIS I know that if I break a school rule a third time, I get a third reminder and I will miss the first 2 minutes of my playtime. My parents will be told at the end of the day.

Playtime behaviour

We know that we must walk from our classroom to the playground in a 5 Star Line.

We know that we must play safely without hurting each other.

We know that we do not 'play fight' or engage in 'rough play' because we may hurt someone by accident.

We know that we must be kind, by including people in our games and sharing equipment.

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

At Henleaze Infant School:

We know that, when the first whistle blows, we must stand still.

We know that, when the second whistle blows, we must walk to our lines.

We know that we must walk back to our classrooms in a 5 Star Line.

At Henleaze Junior School:

We know that the bell rings to let us know playtime is ending.

We know that, when the first whistle blows, we must stand still.

We know that, when the second whistle blows, we must walk to our lines.

We know that we must walk back to our classrooms in a 5 Star Line.

General classroom expectations

At both schools:

We know that we should not be leaving our seats during a lesson unless we have asked to do so.

We know that we should not have any objects on the table that distract us from our learning.

We know that it is our responsibility to keep our table clear from clutter.

We know that we have a responsibility to ensure that the classroom is kept tidy.

We know that we should not talk when the teacher is teaching a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Leaving school at the end of the day

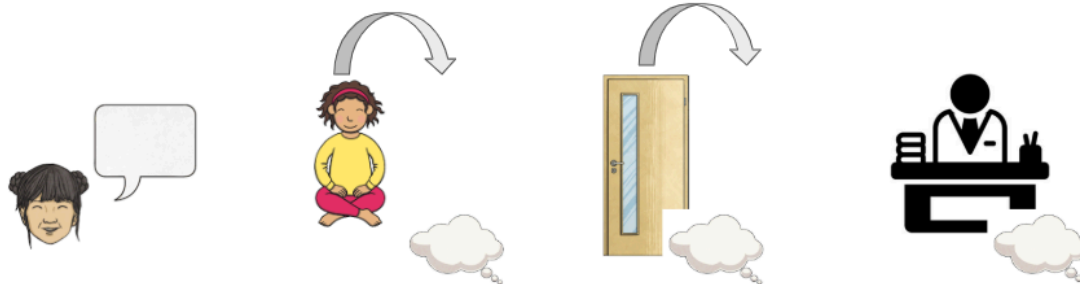
At both schools:

At the end of the day we move calmly and quietly to prepare for home time.

Reminders/ Consequences

Henleaze Infant School reminders

1 reminder → 2 reminders → 3 reminders → 4 reminders



The teacher reminds me to follow our school rules using their voice.

The teacher asks me to move to another place in our classroom for thinking time.

The teacher asks me to go and have some thinking time outside of the classroom.

I need to have thinking time with a member of SLT at another time.

Henleaze Junior School Consequences

Behaviour	Consequence
One incident of breaking a routine or expectation	C1 - Redirected to correct behaviour. Warning provided
Second incident of breaking a routine or expectation or Rudeness to staff	C2 - Child reminded of the expectation and asked to remain in the classroom at break time or lunchtime for 5 minutes. Class teacher holds a restorative conversation to support a change in behaviour If C2 occurs in the afternoon, the child must remain in class for 5 minutes at the start of the following break time.
Continued incidents of breaking a routine or expectation (despite restorative conversation with an adult) or Aggressive or intimidating behaviour towards others, including the use of discriminatory language.	C3 - Removal from the classroom or playground Pupil completes work outside of the classroom with adult supervision Parent informed the same day

<p>Serious disruption to learning or the smooth running of the school - Refusing to follow any adult instruction, attempting to leave the school site, tipping tables, throwing objects, anything preventing the class teacher from teaching, fighting with other pupils</p>	<p>C4 - Half day time out of class</p> <p>Pupil completes work outside of the classroom with adult supervision</p> <p>Parent informed the same day</p>
<p>Continued serious disruption of learning, violence or abuse to an adult or other pupil, behaving in a way that puts the pupil or others at risk of harm</p> <p>Bringing prohibited items in to school</p>	<p>C5 - Fixed term suspension</p> <p>Parent informed in writing by the Headteacher</p>