



Behaviour Curriculum



1. Introduction

At Overdale Infant School, 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 behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through it, 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 all pupils from Pre-School to Year Two and is adapted to suit the needs of all pupils including those with SEND and other additional needs – We want every child to succeed.

<p>Intent – Aspiration for our pupils</p> 	<p>At Overdale Infant School, we want exemplary behaviour to be an unspoken expectation. Our behaviour curriculum is based around:</p> <ul style="list-style-type: none"> ⇒ Teaching, not telling, children how to behave ⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour ⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows ⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see ⇒ Adapting our approaches, where needed, for specific pupils with additional needs <p>We want to ensure we are <i>'lighting the hearts and minds of our community'</i> every day.</p>
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<p>Implementation – teaching the behaviour curriculum</p> 	<p>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 behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. 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 days or weeks of a new term reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary.</p>	<p style="text-align: center; background-color: #002060; color: white; padding: 5px;">The process for teaching behaviour explicitly is as follows</p> <p>IDENTIFY the behaviour we expect. Explicitly TEACH the behaviour we want to see.</p> <p>MODEL the behaviour we are expecting.</p> <p>PRACTISE the behaviour.</p> <p>NOTICE excellent behaviour.</p> <hr/> <p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously reinforce to maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach with minimal disruptions to learning.</p>
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2. Core Values

Our school mission statement is **Lighting the Hearts and Minds of our Community.**

Our core values are...



Respect



Responsibility



Resilience

Behaviour Principles

Respect

We think about the feelings and wishes of others.
 We think about the way our behaviour impacts others.
 We follow the school rules.
 We make the right choices, even when no one is looking.
 We always listen when an adult is speaking.
 We are polite and have good manners.
 We respect difference and know we are all equal.

Responsibility

We are in charge of our own behaviour.
 We have control over what we do.
 We make the right choices, even when no one is looking.
 We follow instructions – first time, every time.
 We work hard and always try our best.
 We look after our environment and the equipment.
 We make sure we have everything we need each day.

Resilience

We 'bounce back' when things are difficult.
 We keep going and don't give up.
 We have patience and wait for things we want.
 We take part fully in lessons.

3. Our Approach

At Overdale Infant School, we use the story of The Colour Monster throughout the school to help children identify their emotions. We want to teach all of our children good coping and regulation strategies so they can identify how they are feeling, why they are experiencing a specific emotion and how to manage how they are feeling. By teaching the children how to cope with these feelings it will help children to tackle learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want the children at Overdale Infant School to grow into successful teenagers and then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they do not turn to negative coping strategies which may affect their mental and physical wellbeing.

We aim to help children to:

- ⇒ Recognise when they are experiencing a specific emotion and how to manage the physical feelings associated with it.
- ⇒ Increase their emotional vocabulary so they can explain how they are feeling.
- ⇒ Recognise when other people are experiencing different emotions, thus developing better empathy.
- ⇒ Develop an insight into what might make them feel different emotions.
- ⇒ Understand that emotions, sensory experiences such as a lack of sleep, hunger or their environment might influence how they are feeling.
- ⇒ Develop problem-solving and resilience.
- ⇒ Identify a range of alerting and calming strategies that support them.



Happy



Calm



Sad



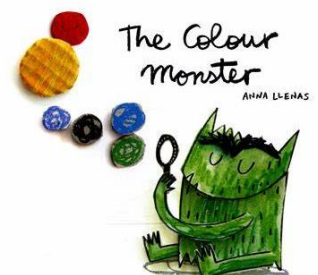
Angry



Scared



Love



4. Scripted Language

Scripted language can be useful when attempting to help a child to understand and manage their emotions. Some of the language below may be used to assist staff when supporting with behaviour management.

- **Use the child's name when you begin to speak to them** – It addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- **"I can see something is bothering you"** – A phrase like this acknowledges the child's feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- **"I am here to help you"** – A phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- **"Tell me about what happened" or "Talk and I will listen"** – This tactic provides children with a calm option to explain what is on their mind and again is mostly to address the issue that the child had/has effectively, so that the unacceptable behaviour will not be repeated in the future.
- **"Come with me and we can talk about it..."** – Quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm can help to remove any audience and calm the child. This then allows for a purposeful conversation to take place.

At the start of the day...

Pupils will...

- Arrive in the playground ready for the bell at 8.50am
- Walk to their classroom door with their adult.
- When the door opens, enter sensibly, saying good morning to the adult at the door.
- Say good morning to their peers and other adults.
- Put away belongings quickly and sensibly.
- Select their lunch option.
- Find their carpet space and begin the do now activity.



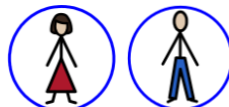
School adults will...

- Ensure walkie talkies are on and ready before 8.50am
- Ensure there is a purposeful do now activity prepared.
- Open the classroom door on time and greet pupils warmly with 'good morning'.
- Engage with parents openly.
- Deal with immediate concerns or arrange a follow up discussion.
- Encourage children to put items away quickly and begin the do now activity.
- Support children with the do now activity.
- Close the door promptly at 9am



Home adults will...

- Ensure children are in the playground ready for the bell at 8.50am
- Say goodbye to children at the classroom door and encourage their child to enter swiftly.
- Ensure children have everything they need for the day.
- Not be on a phone or mobile device at the classroom door.
- If needing to speak to a staff member alert the staff to this and ask if they have a moment.
- Leave the school site before the gates are locked at 9am



Why we expect to see this behaviour:

By following these expectations, we are providing a calm, purposeful start to the day. This will ensure all children are ready for their learning. Children and adults feel valued and welcomed which sets a positive tone for the day ahead.

Sanctions/consequences for not following the expectations:

- Positive, gentle reminders of the expectations.
- Following the behaviour policy and escalation process.
- Additional support being put into place for entry to school.



In the classroom

Pupils will...

- Quickly and sensibly find their space and settle for the start of the lesson.
- Organise equipment as needed.
- Be respectful of the environment and everything in it.
- Keep work spaces tidy.
- Follow adult instructions the first time they are given.
- Actively listen and engage with learning.
- Always show respect to their peers and adults in the room.
- Try their hardest with all activities.
- See mistakes as part of learning.
- Raise their hand before speaking when in a whole class situation.
- Ask permission before leaving the room.



School adults will...

- Set clear classroom expectations and ensure these are implemented daily.
- Direct pupils to their spaces and encourage them to settle quickly.
- Ensure all resources are prepared in advance and are easily accessible.
- Ensure the classroom environment is well-organised, clear and tidy (including any teacher spaces)
- Provide clear instructions, using visuals to assist with understanding.
- Actively engage with all pupils.
- Model appropriate behaviour for learning.
- Ensure they are familiar with individual plans for specific children.
- Discuss lessons prior to delivery.



Why we expect to see this behaviour:

- To create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils' learning.
- To build a collaborative class ethos.
- To ensure equipment remains in good condition.

Sanctions/consequences for not following the expectations:

- Positive, gentle reminders of the expectations.
- Use of the school behaviour policy and 1-2-3 magic.
- Complete work during break/lunch time under the direction of a member of staff.
- Parents being informed.
- Discussion with senior leadership members.



In the playground...

Pupils will...

- Walk to and from the playground sensibly.
- Respect all the equipment and use specific equipment in set areas.
- Always put equipment away after use.
- Make safe decisions about equipment and play.
- At the first whistle stop, on the second whistle walk to their line.
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Seek adult support when needed.
- Tell other children to stop if they are doing something they dislike.



School adults will...

- Be on time for playground duty.
- Ensure gates are closed and secured before children enter the playground.
- Remain on the playground for the duration of break or lunch time.
- Ensure they have walkie talkies to use during playground duty
- Radio the two-minute warning to ensure that staff are in classrooms when the whistle goes.
- Not have drinks in the playground.
- Actively engage with pupils e.g. playing games.
- Demonstrate safe and appropriate use of equipment.
- Follow all rotas and timetables in place.
- Liaise with other staff to cover their duty for planned absences e.g. trips
- Be on time to collect pupils and promptly lead them back to class to start learning.
- Ensure no more than two members of staff are stood together in the playground during a duty.
- Ensure all adults who are scheduled for duty are present in playground.

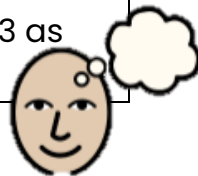


Why we expect to see this behaviour:

- To ensure playtimes are enjoyable for adults and children.
- To keep children and adults safe during unstructured times.
- To reduce the loss of learning time due to less incidents.
- To ensure lessons start on time.

Sanctions/consequences for not following expectations:

- Removal of equipment from the play space.
- Remaining inside with adults during play time.
- Structured play.
- Informing parents.
- Following the behaviour policy and receiving 1-2-3 as part of the behaviour system.



At the dining hall...

Pupils will...

- Walk sensibly to and from the dining hall, always with an adult.
- Find a place to sit and sit quietly.
- Use a quiet voice while speaking to those sitting at the same table.
- Put their hand up to get the attention of an adult.
- Use table manners, including using cutlery.
- Only eat and touch their own food.
- Eat their dinner first before dessert and ask permission before eating their dessert.
- Line up quietly and sensibly to collect dinners and when leaving the hall.
- Only eat whilst they are seated.



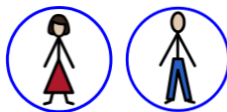
School adults will...

- Monitor lunches and inform the class teacher of any issues.
- Interact with the children whilst they are eating.
- Find opportunities to eat alongside the children where possible.
- Remind pupils about appropriate noise levels.
- Reinforce expectations about walking.
- Role model what is expected.
- Ensure dinner lines are colour coded.
- Remain with children they are championing.
- Encourage children to eat their dinner.
- Use walkie talkies to communicate with playground and SLT.



Home adults will...

- Ensure packed lunches contain a range of healthy foods.
- Discuss hot lunch choices with children ahead of arriving at school.
- Inform school staff of any allergies or special diet requirements.

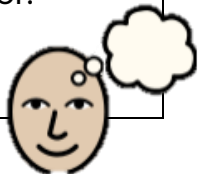


Why we expect to see this behaviour:

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.

Sanctions/consequences for not following the expectations:

- Eating in a different location with a staff member.
- Informing parents.
- Lunchtime exclusion.



Moving around school...

Pupils will...

- Walk on the left-hand side around school.
- Listen and wait for their adult to direct them.
- Keep in a single file line.
- Remain quiet.
- Pass the door along the line.
- Greet others with a wave and/or a smile.
- Demonstrate correct behaviours even when out of sight.
- Respect other's personal space.
- Not touch anything along the corridors.



School adults will...

- Consistently teach the expectations and reinforce them regularly.
- Model the expectations for the pupils.
- Revisit and reteach the expectations when needed.
- Ensure classes pause and wait for others at each doorway.
- Greet others when passing with a wave and/or smile.
- Ensure the calm corridors protocol is followed by all.

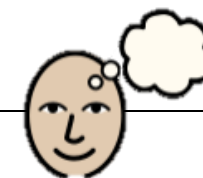


Why we expect to see this behaviour:

- To keep pupils and adults safe at all times.
- To promote life skills.
- Demonstrate a calm environment.
- Shows that we respect and trust each other.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy and 1-2-3 Magic.



End of the day routines...

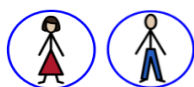
Pupils will...

- Collect their belongings quickly, calmly and sensibly.
- Clear tables and ensure the room is tidy.
- Sit on the carpet quietly.
- Wait for the adult to call their name before leaving the classroom.
- Ensure they take all belongings when leaving.
- Stay with their adult once collected.
- Promptly leave the school site.



Home adults will...

- Arrive on time to collect children.
- Not use phones or mobile devices at the classroom door.
- Leave the site promptly.
- Ensure children do not touch or use equipment in the playground.



Why we expect to see this behaviour:

- To ensure pupils are collected safely and there are no accidents on site after collection.
- Avoids parents having to wait.
- Provides a positive end to the day.
- Gives an opportunity for the class teacher to liaise with parents sensitively if needed.
- Ensures a calming transition for children.

School adults will...

- Follow all safeguarding procedures for dismissing pupils and if in doubt will seek support from a member of SLT and/or DSL.
- Ensure class teacher is aware of any changes to pick up arrangements.
- Know who is collecting children and who is attending clubs.
- Ensure the lesson is stopped to provide sufficient time to prepare for the end of the day.
- Monitor cloakroom activity.
- Give pupils clear instructions about the expectations.
- Take any pupils not collected by 3.30pm to the designated area and inform the office staff before leaving the pupils.
- Ensure all immediate concerns have been shared with those collecting.
- Open the door and dismiss at the correct time.
- Ensure discussions with parents take place privately.



Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Discussions with parents about time keeping.



Preparation for PE...

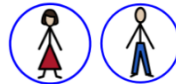
Pupils will...

- Attend school with the correct PE kit on the right day.
- Remove any jewellery and ensure hair is tied up.
- Walk to and from the hall/playground/field sensibly following the calm corridors protocol.
- Use equipment safely, following adult direction.
- Actively participate in the lesson.
- Work as part of a team.
- Understand expectations are the same in PE.
- Encourage and celebrate the efforts of others.
- Understand why quiet voices are needed in PE.



Home adults will...

- Remove jewellery at home on PE days including earrings, bracelets and necklaces.
- Provide a suitable PE kit and name all items.
- Inform staff of any physical limitations or injuries.



Why we expect to see this behaviour:

- To ensure PE lessons are safe.
- To keep pupils fit and healthy.
- To promote healthy lifestyles.
- To develop sportsmanship and an understanding we cannot always win.
- To ensure the use of any apparatus is safe.

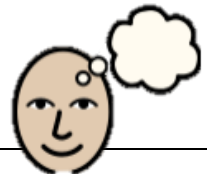
School adults will...

- Wear appropriate PE kit – this being at the very least sports shoes.
- Monitor appropriate noise levels, depending on the lesson content.
- When using large apparatus ensure children do so very quietly.
- Provide appropriate activities for pupils without kit e.g. reading activities or PE record.
- Encourage all children to achieve their personal best.
- Model appropriate learning behaviour.
- Liaise with parents regarding pupils who consistently do not have PE kit.
- Communicate with parents which days children have PE and whether outdoor or indoor kit is required.



Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Stop the lesson and reinforce expectations if needed.
- Removal from PE lesson(s).



Assemblies...

Pupils will...

- Walk to and from assembly quietly following the calm corridors protocol.
- Enter the hall silently.
- Sit sensibly, quietly and wait for the assembly to begin.
- Remain quiet throughout the assembly, listening carefully.
- Celebrate the successes of others using only the school's special celebrations:
 - Marshmallow clap
 - Beanbag cheer
 - Silent cheer
 - Overdale cheer
 - Clap (six)



School adults will...

- Model and reinforce the expectations placed on the children e.g. not talking to other adults when entering the hall.
- Arrive to assembly on time.
- Provide gentle reminders to pupils when needed.
- Carefully consider positioning of pupils.
- Make reasonable adjustments for pupils who need support e.g. sitting at the edge, concentration aids.
- Take the opportunity to celebrate all pupils' achievements.
- Remove children who are disrupting due to dysregulation.
- Ensure there are sufficient adults present.
- Follow the plan for entry and exit to the assembly hall.
- Monitor behaviour throughout the assembly and correct where necessary.



Why we expect to see this behaviour:

- To promote a calm, purposeful atmosphere.
- To celebrate the achievements of others.
- To provide an opportunity for learning together.
- To build community and team spirit.
- To develop a better understanding of the school values.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Apply behaviour policy and 1-2-3 Magic.
- Children remain behind at the end of assembly to discuss behaviour.



Using toilets...

Pupils will...

- Walk to and from the toilets sensibly and quietly, following the calm corridors protocol.
- Make sure they use an empty toilet and always knock before entering to check.
- Flush the toilet after use.
- Wash and dry their hands using soap before leaving the toilets.
- Not disturb anyone else using the toilets.
- Report inappropriate behaviour to an adult straight away.
- Close the door when using the toilet and
- leave it open when they have finished.



School adults will...

- Monitor how many children are going to the toilet at one time.
- Check on children if they are gone longer than usual.
- Teach the expectations and reinforce them regularly.
- Not enter the toilet cubicles unless providing intimate care.
- Ensure two adults are always present if providing intimate care and that this is recorded.



Why we expect to see this behaviour:

- To ensure proper use of the toilet facilities.
- To ensure safety and privacy for all in the toilets.
- To allow all children to feel comfortable to use the school toilets.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Apply behaviour policy and 1-2-3 Magic.
- Supervised access to toilets only. i.e. adult waiting outside of the toilet.
- Not going to the toilet when anyone else has gone.

