

In our classrooms, you will see us:

- SLANTing
- Using 1, 2, 3 when moving around the classroom
- Starting our tasks as soon as we enter the classrooms
- Ensuring we are prepared for and ready to learn
- Clear, clutter free desks
- Working independently
- Staying on task
- Taking pride in the presentation of our work
- Treating the environment and equipment with respect
- Taking part in discussion, showing an interest in the ideas of others

You won't see us...

- Swinging on chairs
- Calling out
- Talking whilst the teacher is
- Disrupting others
- Fiddling with items on our desk.

In the corridors and around school demonstrating outstanding etiquette, you will see us:

- Wonderful Walking
- Holding doors open – letting others through a doorway before walking through yourself
- Greeting people politely – say 'Good Morning/Good Afternoon'
- Look at the person speaking to you
- Using 'please' when asking for something
- Using 'thank you' and showing gratitude when somebody does something nice for you
- Standing aside to let people past
- Being mindful of other learners around us
- Going back to our classrooms as soon as possible

You won't see us...

- Talking loudly
- Being silly in the corridors
- Wandering around or wasting learning time

Expectations for All



When showing we are ready to learn, you will see us:

- Arriving in school on time
- Attending school regularly
- Wearing full school uniform
- Bringing in our reading book on changing days.
- Having our full PE kits in school
- Completing any homework tasks



In the dinner hall, you will see us:

- Wonderful Walking into the hall
- Lining up quietly
- Putting footballs in the basket
- Remembering our manners
- Carrying trays sensibly
- Using indoor voices
- Using knives and forks
- Finishing our food before leaving
- Clearing tables completely
- Pushing chairs in
- Wonderful walking out of the hall

You won't see us...

- Swinging on chairs
- Getting out of our seats when we don't need to
- Running
- Being silly
- Shouting

In assembly, you will see us:

- Lining up quietly
- Wonderful Walking into the hall
- Super Sitting

When playing outside, you will see us:

- Treating others with kindness
- Demonstrating respect to all peers and staff
- Trying to resolve any disagreements independently
- Taking part in different activities
- Making sure everyone feels included and valued
- Following the football rules
- Lining up quickly and sensibly as soon as the whistles are blown
- Treating our environment and equipment with respect

You won't see us...

- Taking part in rough play
- Using unkind words or inappropriate language
- Going indoors, unless we have permission from a member of staff
- Behaving in a way that may upset others
- Misbehaving in the willow dome or bushes

Explicit Routines and Expectations

| Classrooms | The wider school environment |
|---|---|
| <p>1, 2, 3 (teacher starts this command by informing children of their destination)</p> <ul style="list-style-type: none"> 1 – Stand up (tuck in chair if at a desk) 2 – Walk to places/carpet/line at the door 3 – Sit down/Walk in line <p>Stop Signal – signal, pause, Insist</p> <ul style="list-style-type: none"> Teacher stands at the front of the class and raises their hand Teacher says ‘3, 2, 1... and listening’ Teacher pauses and scans for eye contact from all pupils Wait until all pupils are listening whilst providing any reinforcement needed ‘xxxx you should be looking and listening now, thanks’ <p>Super Sitting</p> <ul style="list-style-type: none"> Feet on floor or legs crossed Showing good learning postures - Backs straight, eyes forward Hands on the desk or on your lap Lips closed ready to listen <p>SLANT</p> <ul style="list-style-type: none"> S – Super Sitting L – Listen carefully A – Ask and answer questions N – Nod to show understanding T – Track the speaker <p>Classroom Entry (start of the day)</p> <ul style="list-style-type: none"> Teacher stands at the threshold of classroom and greets children Children enter classroom quietly, following routines for putting equipment away. Children get on with task on desk/board in silence. Class TA circulates and supports where needed | <p>Wonderful Walking</p> <ul style="list-style-type: none"> Facing Forwards Hands by your side At a steady pace In a straight line On the left hand side Without talking <p>Entering the School Building (during the day)</p> <ul style="list-style-type: none"> Children are led into school by their class teacher Children enter school quietly, class teacher monitors all pupils Children quickly and quietly hang up any coats/bags Class teacher supervises all pupils from classroom threshold. Pupils sit down quickly and quietly, ready to work <p>Leaving the School Building</p> <ul style="list-style-type: none"> Class teacher leads class to external door Wonderful Walking <p>Playground Whistles</p> <ul style="list-style-type: none"> Whistle 1 – Stop, stand still and silent Whistle 2 – All children walk to lines in silence Teacher asks the class to ‘Lead on’. Wonderful Walking <p>Lunchtime Whistles</p> <ul style="list-style-type: none"> Whistle 1 – Stop, stand still and silent Lead welfare informs the playground of which pupils need to line up Whistle 2 – Identified pupil groups walk to line while others remain standing still and quiet. Whistle 3 – Remaining pupils continue to play Teacher asks the class to ‘Lead on’. Wonderful Walking |



Specific tasks to practise

- 123 movement around classroom from carpet to chairs and from chairs to the classroom door(s)
- 321... and listening
- Wonderful Walking
- SLANTing
- Entering the classroom
- Entering school from the playground
- Entering the dinner hall
- Leaving the classroom at breaktimes
- Leaving the classroom at the end of the day
- Playground whistles – breaktimes
- Playground whistles – lunchtimes
- Leaving school at the end of the day.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|---|
| <i>Behaviour Bootcamp</i> <i>Explicit teaching of expectations</i> <i>Classroom routines</i> <i>Classroom entry</i> <i>123</i> <i>Stop Signal</i> <i>SLANTing</i> <i>Around school</i> <i>Wonderful Walking</i> <i>Entering building</i> <i>Leaving Building</i> <i>Playground whistles</i> <i>Lunchtime whistles</i> <i>SLT Weekly Behaviour focus</i> | <i>Revision of Routines and Expectations</i> <i>Teachers to recap as necessary.</i> <i>SLT to identify any areas for development</i> <i>SLT Weekly Behaviour focus</i> | <i>Revision of Routines and Expectations</i> <i>Teachers to recap as necessary.</i> <i>SLT to identify any areas for development</i> <i>SLT Weekly Behaviour focus</i> | <i>Behaviour Reboot</i> <i>Explicit teaching of expectations</i> <i>Classroom routines</i> <i>Classroom entry</i> <i>123</i> <i>Stop Signal</i> <i>SLANTing</i> <i>Around school</i> <i>Wonderful Walking</i> <i>Entering building</i> <i>Leaving Building</i> <i>Playground whistles</i> <i>Lunchtime whistles</i> <i>SLT Weekly Behaviour focus</i> | <i>Revision of Routines and Expectations</i> <i>Teachers to recap as necessary.</i> <i>SLT to identify any areas for development</i> <i>SLT Weekly Behaviour focus</i> | <i>Revision of Routines and Expectations</i> <i>Teachers to recap as necessary.</i> <i>SLT to identify any areas for development</i> <i>SLT Weekly Behaviour focus</i> |

Behaviour Bootcamp (Autumn 1 & Spring 2)

| <i>Autumn 1 & Spring 2</i> | | | | | |
|---|--|---|---|---|------------------------------|
| <i>Week 1</i> | <i>Week 2</i> | <i>Week 3</i> | <i>Week 4</i> | <i>Week 5</i> | <i>Week 6</i> |
| <i>Wonderful Walking</i> <i>Classroom Entry</i> - <i>Playground</i> <i>whistles</i> <i>Lunchtime whistles</i> | <i>Classrooms</i> - <i>1,2,3</i> - <i>Stop Signal</i> - <i>Super Sitting</i> - <i>SLANTing</i> | <i>Corridors</i> - <i>Entering the</i> <i>building</i> - <i>Leaving the</i> <i>building</i> | <i>Dinner hall</i> - <i>Entry to the hall</i> - <i>Lining up</i> - <i>Super sitting</i> - <i>Leaving the hall</i> | <i>Playing outside</i> <i>Football rules</i> | <i>Outstanding Etiquette</i> |