

Elm C of E Behaviour Curriculum

Action	How pupils do it	How ALL adults support it.	Hook: (video clip/obs)
Entering the classroom at the start of the day	Arrive at school promptly ready for the start of the day 08:30 arrive at school 08:35 doors open 08:40 register 08:45 Collective Worship Enter the classroom quietly and calmly so others have a pleasant start to the day and everyone can get on with their first activity. EYFS/Y1- • Greet teacher at the classroom door • Enter cloakroom area in silence. • Coat and bag on peg, • Walk through and place packed lunch on trolley in hall • Sit down • Start 'Do Now' Retrieval Task Y2,3,4 • Silently enter school via ramp • STAR walking into cloakroom • Coat and bag on peg. Lunch box on trolley. • Greet teacher on classroom door • Sit down • Start 'Do Now' Retrieval Task Y5,Y6 • Silently enter school via upper KS2 door • STAR walking into cloakroom • Coat and bag on peg. Lunch box on trolley.	• Teachers will ensure classrooms are tidy and organised with labelled designated places in the classroom for items such as water bottle, reading books, homework. • Display 'Do Now' Clear timer, directions, and engaging retrieval task on desks/board • 08:30 Head on gate/ duty teacher on playground. • 08:35 doors open • 08:40 register • 08:45 Collective Worship EYFS/Y1- • Teacher to greet pupils at classroom door and monitor cloakroom area. • TAs to stand at inner door to hall and monitor pupils putting packed lunch on trolley and pupils on the carpet staring 'Do Now' Y2,3,4,5,6 • Teachers stand at their classroom door so they can actively monitor both the corridor and the classroom. • Teachers greet children on internal classroom door • TAs actively monitor behaviour in cloakroom ensuring 100%	

	• Greet teacher on classroom door • Sit down • Start 'Do Now' Retrieval Task		
STAR Learning in class	Sit up straight (face forward, hands together.) Track the speaker Ask and answer questions Respect people and property	Expect 100% Ensure photocopying and resources are ready before the start of the lesson. Cultural Procedures • Building Radar- observable short sharp directions scan for 100% • Hand up for silence. • Least invasive intervention- 1. Non-verbal reminders 2. key verbal reminders 3. Private individual correction. • Strong Voice – 1. Formal register- tone, expression, body language. 2. Self-interrupt, strategic pause- ensure everyone has heard. 3. Economy of language- quiet purposeful presence. Academic Procedures • Cold Calling- no hands up. • Show call- be strategic with work you show, build a culture where pupils want their work shown, help pupils analyse each other's work respectfully. • Knowledge building tools-	

		1. Knowledge organisers 2. Retrieval practice • Art of a sentence- ask pupils to synthesize a conclusion, describe an insight, or summarize a complex idea in a single, well-crafted sentence. • Plan for error- Plan for Error is the process of anticipating pupil misunderstandings and determining how you will respond to them in the moment • Stretch it – respond to correct answers with more challenging questions • Exit tickets- short, formative assessment that you can use to evaluate your pupils' success with the lesson objective.	
Speaking in Class	Know that we 'SHAPE our answer' to help us to speak clearly in class Know that this stands for - ● Sentences - pupils know that they must answer in full sentences when appropriate. ● Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking. ● Articulate- Pupils know that they must pronounce words clearly. ● Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear. ● Eye Contact - Pupils know that it is polite to look at the person you are speaking to.	At Elm C of E the expectation is that all of our pupils speak in full sentences throughout the day. Of course some pupils may need scaffolding to support this. So we use a combination of non-verbal cues and my turn your turn to support and remind pupils to develop their oracy skills. • Non-verbal cue- pinch fingers of both hands and bring them together. Pull them apart as if stretching something. • Adult may use a sentence starter as a prompt • Adult may use my turn your turn to model the sentence and ask the pupil to repeat and recast response. Expect 100%	

Lining up in the classroom	• Pupils line up row by row according to class seating positions • Pupils face forwards ready for STAR walking	• Create a seating plan to maximise positive behaviour • Alert pupils to line up and give a reminder you expect STAR walking • Nod for each row to line up • Teacher lead class to destination • If TA present- monitor from back of line • Expect 100%	
Moving around the school	Know that STAR walking means: • Facing forwards • Single file • Walking at a steady pace on the left • straight line • Hands behind your back • Without talking.	• Teacher to lead class out to destination • Stand and monitor in corridor ensuring STAR behaviour • If TA present – TA to follow up behaviour at rear • Expect 100% • Praise 'STAR walking.' • Give specific feedback at point of error. • Insist on pupil recast. "For STAR walking you need your hands behind your back Daniel. Go to the door and start again showing me STAR walking."	
Going to the toilet during class time.	Try to go to the toilet before school and at breaks so you do not miss valuable learning. If you need to go in class time this will be allowed after whole class teach during independent practice. • Hand up and ask permission- collect toilet pass • STAR walking • Go, Flush, Wash hands • Leave the bathroom just as you found it • STAR Walking. Return straight to class.	• EYFS- Ensure pupils ask permission before using the classroom toilet so you know where they are. • Y1- Ensure pupils ask permission before using the classroom toilet so you know where they are. One pupil at a time. • Y2-Y6 Ensure pupils ask permission One pupil at a time Collect toilet pass Reminder for STAR behaviour	

	Report any issues with the bathroom straight away	- In case of emergency be aware of which pupil is using the toilets at any one time. - Expect 100%	
Going to the toilet during break/lunch	The only toilets to be used at break/lunch are the First Aid toilets. - Ask permission & collect toilet pass from Midday supervisor - STAR walking - Go, Flush, Wash hands - Leave the bathroom just as you found it - STAR Walking. Return toilet pass straight to Midday supervisor - Report any issues with the bathroom straight away	- Ensure all pupils ask permission and collect toilet pass - Only allow two pupils at a time - Reminder for STAR behaviour - In case of emergency be aware of which pupils are using the toilets at any one time. - Ensure toilet pass is returned after each use.	
Manners	Know that we use 'STEPS to politeness' at Elm C of E to make sure we are always polite to each other. Know that this stands for- Speak in a calm kind voice Thank You - pupils know that they should say 'thank you' when they receive something or someone does something nice for them. Excuse Me- pupils know that they should say 'excuse me' if someone is in their way. Please - pupils know that they should always say 'please' when they are asking for something. Smile - pupils know that they should be positive and upbeat when talking to adults and each other	- All adults always model STEPS to politeness. - Praise 'STAR Manners.' - Adult may use 'My turn, Your turn' to model the manner and ask the pupil to repeat and recast response. - Expect 100%	
Entering & Exiting Collective Worship	- Pupils enter using STAR Walking - Walk to their row - Sit down in silence, legs crossed hands in lap. Pupils wait in silence until instructed to stand up.	Teacher leading collective Worship will be ready at the front of the hall before classes enter Praise positive entry- "Well done for coming in silently, ready to reflect. " Wait for 100%	

	• Leave a row at a time starting with the front row of each class • Walk out using 'STAR walking' • Greeting and Response "Peace be with you." "And also with you." "Go in peace to love and serve the lord." "Amen"	Greeting and Response "Peace be with you." "And also with you." Gather – Engage – Respond - Send "Go in peace to love and serve the lord." "Amen" Silent signal year group to leave with fingers. Model and recast at break time where necessary.	
Lunchtime	• Line up • Collect coat • EYFS,Y1,Y2 – led straight to hall STAR Walking • Y3,4,5,6 led outside • Do not re-enter building • Only use First Aid toilets after collecting toilet pass. • Enter and exit hall through Fire Door • STAR walking at all times • Say please and thank you when collecting food • Walk to seat place food on table • Take off coat and place on back of chair • Use table manners, pick up any dropped food. • Say please and thank you when asking for help from Middays • Use cleaning station • Collect coat • Leave through fire exit.	Teachers/TAs • Lunch prayer • Signal a row at a time to line up • Reminders for STAR behaviour • Teacher to lead line to cloakroom • TA to ensure lunch trolley is in hall • Ensure 100% STAR behaviour in cloakroom & STAR Walking. • EYFS/Y1/Y2 teachers to lead class into hall • Y3.4.5.6 teachers to lead class onto playground. • Ensure that supervisors are in place before leaving children.	
Being on the playground	Playground STAR Safe Trustworthy Accepting	Playground Supervisors • Adults should base themselves spread out, in full visibility wearing hi-vis jacket. • Model positive play	

	Respectful Pupils play in the areas where they can be safe and seen (not behind the trees, side of building).	• Praise 'STAR behaviour' • Adults should notice, privately feedback, intervene and support whenever appropriate or required. • Follow up with card system if error repeated • All adults always model STEPS to politeness • Ensure First aid treatments are immediately logged • Use toilet pass system two pupils at a time.	
End of day Routine	• Pupils line up row by row according to class seating positions • Pupils face forwards ready for STAR walking • Collect belongings • Return to classroom and stand behind your chair • Silently wait for class prayer • Pupils attending clubs to line up at internal door with TA	• Over the course of the afternoon teacher to check end of day files for updates. E.g. Walk home permission, changes in adult collecting etc. • Teachers stand at their classroom door so they can actively monitor both the corridor and the classroom. • TAs actively monitor behaviour in cloakroom ensuring 100% • Lead prayer. • Teacher to release pupils to adults one at a time. Eyes on adult before releasing pupils. • TA to lead pupils attending clubs to club room and to supervise until club leader present. • Follow the children not collected at end of day protocol if necessary.	