



Ermine Street
Church Academy
Member of the Diocese of Ely Multi-Academy Trust

Rooted & Established In God's Love – Explore, Discover, Learn

THE ESCA WAY

BEHAVIOUR CURRICULUM

'There are two special gifts we should give our children; one is roots and the other is wings.'
— Widely attributed to Goethe

*"Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can."*

— John Wesley

INTRODUCTION:

Good behaviour is essential for effective teaching and learning to take place. At Ermine Street Church Academy, we believe that students and staff have the right to work and learn in an environment that is safe, calm, purposeful and fair. Our Christian values promote good citizenship and service to others.

We understand that good behaviour must be carefully taught, modelled, supported and expected of all. Careful curation of high self-esteem supports the development of good behaviour, effective learning and positive relationships. High self-esteem is nurtured through feeling valued and listened to, respected and from feeling a sense of achievement. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on mistakes or shortcomings.

Teaching the Behaviour Curriculum so that students can enact it, is as important as teaching the traditional National Curriculum subjects. As with other curriculum content, the Behaviour Curriculum is knowledge-rich, specified, sequenced and is taught to be remembered.

We acknowledge that our learners are novices, not experts, and that for them to be successful, we must teach the knowledge and skills they require explicitly and directly.

Being a church school is important to us and Christian values underpin all that we do within our learning and the wider activities in our school. Our School Ethos reflects that we are part of a community that respects and cares for each other, the Church and promotes love for learning.

The Ermine Street Ethos

Thank you for **respecting everyone**.

Please **take responsibility** for your **choices**.

Thank you for **serving others**.

Please **care for yourself**.

Thank you for being a **tenacious learner**.

Please **smile** at your **successes** and your **mistakes**.

ADAPTATIONS:

Whilst the Behaviour Curriculum is intended for all students, there may be some adaptations depending on students' ages. It may be applied differently depending on individual students' SEND needs, for example, students who have autistic spectrum disorder conditions may find it very uncomfortable to maintain eye-contact with adults. Individual student needs are always considered in the teaching of the Behaviour Curriculum to allow for all students to succeed.

CLASSROOM EXPECTATIONS:

We provide a broad and balanced, knowledge-rich curriculum through quality teaching and learning. The planning and delivery of high-quality learning, matched to individual needs, minimises the opportunity for disruptive behaviours. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school's policy. A combination of praise, rewards, feedback and consequences are used to encourage good behaviour from our students.

When students enter the classroom in the morning they are expected to:

Arrive at school promptly ready for the start of the day

08:30 arrive at school

08:35 doors open

08:45 register

08:55 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

- ❖ Greet teacher at the classroom door
- ❖ Enter cloakroom area in silence.
- ❖ Coat and bag on peg,
- ❖ Sit down
- ❖ Start 'Do Now' Retrieval Task

Year 1, 2 & 3

- ❖ Greet teacher at the classroom door
- ❖ Enter cloakroom area in silence.
- ❖ Coat and bag on peg,
- ❖ Place packed lunch on trolley
- ❖ Sit down
- ❖ Start 'Do Now' Retrieval Task

Year 4, 5 & 6

- ❖ Greet teacher on classroom door
- ❖ Silently enter school
- ❖ **STAR** walking into cloakroom
- ❖ Coat and bag in locker.
- ❖ Lunch box on trolley.
- ❖ Sit down
- ❖ Start 'Do Now' Retrieval Task

During lessons students are expected to:

Exhibit good learning behaviours:

❖ STAR:

- **Sit up** – both feet on the floor; good posture - shoulders back and down; nothing in your hands (unless instructed otherwise)
- **Track** – look at the speaker or the signaled learning and actively listen
- **Ask and Answer Questions** – Ask questions if you are unsure/ No Opt Out – everyone is expected to try and answer a question even if they are unsure – show tenacity
- **Respect others** – use the expected noise level to allow everyone to be able to focus on their learning; join in discussion to support yours and others' learning; when giving feedback on someone else's work, be respectful and appreciate the effort they have put into it.

❖ Equipment

- Have the equipment out ready for the lesson and to look after it
 - Pencil case (pencils should be sharpened and ready to use)
 - White board & white board pen
- Follow the routine for handing out and collecting exercise books in the classroom.
- Look after our equipment

❖ **SHAPE:**

- **Sentences** – Give your answer in full sentences
- **Hands away from face** – keep your mouth clear so that we can hear you properly
- **Articulate** - express your thoughts and ideas clearly in words
- **Project** – speak in appropriate volume so that everyone in the class can hear you
- **Eye contact** – face the person/ people you are talking to and maintain eye contact with them

❖ Make sure you understand the practice task – if not, ask questions.

❖ Show tenacity by smiling at your successes and your mistakes.

❖ Raise your hand if you have a question or need the support of an adult to complete the task.

❖ Stay seated in class during lessons.

❖ Follow the adult instructions - first time, every time

❖ Try to only go to the toilet at playtime or lunchtime.

❖ **Completing work in books**

- Take pride in your work
- Maintain high presentation expectations (modelled by the teacher)
 - Write on the line
 - Use 'one square, one digit' when writing in Maths book
 - Stick work sheets neatly
 - Use a ruler to underline or draw lines
- Make sure each piece of work needs a date and title.

Lining up in the classroom

- ❖ Signal 1 Alert students to line up and give a reminder you expect STAR walking
- ❖ Signal 2 for students to tuck their chair and stand behind it
- ❖ Signal 3 for each row to line up
- ❖ students line up row by row according to class seating positions
- ❖ students face forwards ready for STAR walking

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.

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.
- ❖ Report any issues with the bathroom straight away

Going to the toilet during break/lunch

The only toilets to be used at break/lunch are the KS1 toilets.

- ❖ Ask permission & collect toilet pass from first Aid room
- ❖ STAR walking
- ❖ Go, Flush, Wash hands
- ❖ Leave the bathroom just as you found it
- ❖ STAR Walking. Return toilet pass straight to the adult in the first aid room
- ❖ Report any issues with the bathroom straight away

Entering & Exiting Collective Worship

Collective Worships provide an opportunity to celebrate ESCA's Christian ethos, values and mission statement and come together as a community.

- ❖ students enter using STAR Walking
- ❖ Walk to their row
- ❖ Sit down in silence, legs crossed hands in lap.
- ❖ students wait in silence until instructed to stand up.
- ❖ Show good learning behaviour:
 - STAR** – Sit up, Track, Ask and Answer Questions, Respect
 - SHAPE** your answers
- ❖ Leave a row at a time when your class name is called
- ❖ Walk out using 'STAR walking'
- ❖ Greeting and Response

"Welcome to our collective worship"

"Good morning everyone"

"May the love of God be with you"

#And with you also"

PLAYGROUND EXPECTATIONS

At ESCA, we recognise the unique contribution playground activities makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health.

In particular, we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviours and attitudes.

During playtime on the playground/ field students are expected to:

- ❖ Have fun with one another and playing fairly
- ❖ Follow instructions given by an adult – **first time, every time**
- ❖ Show respect to others at all times
- ❖ Play in the areas where they can be safe and seen (not behind the trees, side of building).
- ❖ Look after equipment and playing sensibly with it
- ❖ Tidy up equipment at the end of breaktimes and lunchtimes
- ❖ Put litter in the bins provided
- ❖ Be kind and helpful

At the end of break/ lunch:

- ❖ **Stop** when the first whistle blows – stand still; if you are using the trim trail – get down from the equipment safely and sensibly and stand still; if you are using play equipment – hold it safely in your hand; track – show that you are quietly listening; be ready to follow instructions.
- ❖ **Walk** quietly and sensibly to the line
- ❖ Line up in Line order
- ❖ Golden rule: Treat others the way you want to be treated

When students enter the classroom following break or lunch time:

- ❖ Silently enter school
- ❖ **STAR** walking into cloakroom
- ❖ Coat, hat, scarf, gloves on peg/ in locker.
- ❖ Lunch box on trolley.
- ❖ Sit down
- ❖ Start 'Do Now' Retrieval Task

Lining up at break/ lunch

- ❖ Know the order/ place that they **always** line up in.
- ❖ Know who stands in front of and who is behind them.
- ❖ Line up without leaning against the walls while moving around school.
- ❖ Line up silently

DINING HALL EXPECTATIONS

At ESCA, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes.

Getting ready for lunch time

- ❖ Prayer
- ❖ 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 KS1 toilets after collecting toilet pass.
- ❖ Practise good hand hygiene – wash or sanitise hands before and after meals
- ❖ STAR walking at all times
- ❖ Sit at the allocated table following instructions first time, every time.
- ❖ Take off coat and place on back of chair
- ❖ When asked, line up in 'Line Order'; STAR walking to the service area
- ❖ Line up smartly – facing the front and avoid leaning on the walls or doors
- ❖ Say please and thank you when collecting food
- ❖ Walk to seat, place food on table.
- ❖ Say please and thank you when asking for help from adults
- ❖ Collect coat
- ❖ Leave through the middle hall door then through the exit door next to the small kitchen

During lunch time students are expected to:

- ❖ When sat down, talk at a **moderate** volume – using group discussion noise level
- ❖ Follow instructions – **first time, every time**
- ❖ Use good manners at all times, always saying please and thank you
- ❖ Talk politely and at a moderate volume with the other students on their tables
- ❖ Use good table manners when they are eating:
 - using a knife and fork correctly
 - closed-mouth chewing
 - respecting other students' personal space
- ❖ Only touch their own food
- ❖ Be open-minded and give new foods a try
- ❖ Make a conscious effort to eat their lunch within the time allocated
- ❖ Ask an adult before they begin eating their dessert

When finished eating students are expected to:

- ❖ Tidy up after themselves:
 - scrape plates and stack them sensibly – tray/plates must be placed so that they fit one on top of the other.
 - take all their rubbish home with them in their lunch box/inform an adult of any spillages
- ❖ STAR walk between the playground and the dining hall/classroom Join others on the playground (unless it is wet play)

LIBRARY EXPECTATIONS:

- ❖ students are respectful of the environment.
- ❖ students use moderate appropriate noise level so that this space remains calm and quiet
- ❖ Sit sensibly and read
- ❖ Tidy up – make sure books are returned to their allocated space
- ❖ Use the appropriate system to check books in and out

END OF DAY ROUTINE:

- ❖ students tidy up the equipment and leave their work station clear
- ❖ students face forwards tracking the teacher
- ❖ STAR walking to cloak room to collect belongings
- ❖ Go to collect your belongings when instructed to do so
- ❖ Collect belongings quickly and silently
- ❖ Return to classroom and stand behind your chair
- ❖ Silently wait for class prayer
- ❖ students attending clubs to line up at internal door – must be released by the teacher