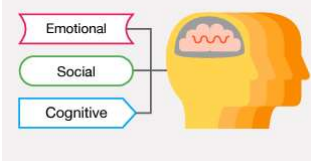


Isle of Ely Behaviour Curriculum

The EEF guidance for Improving Behaviour in Schools states, 'whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.'

'A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'¹⁹



This diagram is taken from the EEF guidance and defines a learning behaviour. The report identifies that managing a child's misbehaviour alone may not lead them to learning; they may be quieter but not necessarily engaging with the content of the lesson.

Our behaviour curriculum at Isle of Ely is based on this research and the understanding that behaviour is taught and not caught. Whilst our behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. It is recognised that appropriate behaviour is a pre-requisite to effective teaching and learning and so teaching children how to behave and follow school expectations is a key part of establishing a school culture where pupils are able to thrive.

Our behaviour management curriculum and policy is based on the book 'When the Adults Change Everything Changes' by Paul Dix. We believe that consistent expectations and boundaries are exemplified by the adults working in school, good behaviour should be recognised and 'an emotionally led response to bad behaviour should always be resisted'. We follow the Therapeutic Thinking programme which is a therapeutic approach to behaviour management that focuses on understanding the reason behind the behaviour and providing appropriate differentiation to resolve areas of concern. We believe that all behaviour is communication so it is important to build good relationships with pupils in order to be able to understand what is happening and why. Our behaviour curriculum is thoughtfully designed to be inclusive, accommodating children from EYFS to Year Six, with adaptations made to cater to the unique needs of every child, including those with SEND and other additional requirements.

Our behaviour curriculum outlines the key knowledge which should be taught:

- Expectations of our three school rules: **safe, ready, respect**
- Clear **routines**
- Development of core values: **resilient, kind, courageous, reflective, responsible**

Teachers should ensure that all pupils know what valued behaviour looks like. Routines and expectations are explicitly taught and practised using models and non-models. Some pupils may need additional support to reach the expected standard of behaviour and as stated in the behaviour policy, these children should be identified and offered additional intervention and support. Core values are taught and there is a clear line of progression through school from nursery to Year 6.

Intent

- A school culture that reflects the school values of kind, courageous, reflective, responsible, respectful and resilient is created.
- All children are aware of what valued behaviour and detrimental behaviour looks like.
- All children understand and follow class and school based routines and expectations.
- Pupils are self-reflective of their own behaviours.
- When pupils do misbehave, all members of staff are able to consistently follow the behaviour policy.

Implementation

At Isle of Ely we implement our behaviour curriculum and build our culture through a variety of strategically planned and deliberate approaches:

- School culture of developing positive relationships – ‘botheredness’ (Paul Dix).
- Teaching and deliberate practice of understanding our three school rules: safe, ready, respect
- Teaching of core values: resilient, kind, courageous, reflective and responsible
- Focus on school rules and values in all lessons and areas of school life
- Deliberate practice of class and school based routines
- Whole school assemblies
- Class Thrive assemblies
- Rules and values are threaded through the behaviour policy as part of all rewards and consequences
- Jigsaw PSHE curriculum
- Consistency in the application of the behaviour policy

Isle of Ely Rules:

Safe	Ready	Respect
<ul style="list-style-type: none">- We follow instructions.- We do not tolerate bullying or unkindness of any kind.- We walk sensibly around school.- We sit sensibly in the classroom.- We tell an adult if we are feeling worried about anything.- We stay safe online.- We use equipment safely.	<ul style="list-style-type: none">- We arrive at school on time every day.- We wear the correct uniform or PE kit.- We show we are ready for learning by not talking and facing the front of class.- We complete learning on time.- We make sure we have the correct equipment for lessons.- We take part fully in lessons and try our best.	<ul style="list-style-type: none">- We always listen to adults and peers.- We use good manners and are polite.- We hold doors open for people.- We respect difference and know that we are all equal.- We look after our school.- We respect school property by looking after it.- We look after the environment.- We respect everyone's right to learn.- We speak kindly and politely.- We show tolerance for others.- We value the opinions of others even if they are different from our own.

The three school rules are explicitly taught and deliberately practised using models and non-models at the beginning of the autumn term along with clear class and school based routines. This enables expectations and routines to become automatic. These are reinforced throughout all areas of school life through the school's behaviour management policy using rewards and consequences. At the beginning of each term, they are revisited and continued to be reinforced throughout the school year.

Expectations and routines around school:

Our pupils are taught and demonstrate the following routines and expectations:

<p>Attendance</p> <ul style="list-style-type: none"> • We know that you must try to attend school every day • We know that you must arrive at school on time every day. • We know that attending school on time every day is important so that you don't miss important learning 	<p>Assembly</p> <ul style="list-style-type: none"> • Walk to and enter the hall silently • Follow our teacher to the beginning of our line • Wait silently until instructed to sit down • When instructed, sit down silently with our legs crossed and our hands in my lap • Show that we are ready by facing the front, sitting still without fidgeting and not talking • Listen carefully to the assembly, joining in when appropriate • When leaving, wait until our class is instructed to stand • Leave the hall by walking silently with our hands by our sides 	<p>Moving around school</p> <ul style="list-style-type: none"> • Walk around school silently • Walk in a straight line • Open doors for others • Be responsible by picking up litter, coats and resources if on the floor or untidy • Knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)
<p>Uniform</p> <ul style="list-style-type: none"> • Proudly wear correct school uniform • Make sure long hair is tied up • Wear correct PE kit on PE days and take earrings out • We can wear a watch and one pair of small stud earrings 		<p>Behaviour in the community</p> <ul style="list-style-type: none"> • We know that when we are wearing school uniform, we are representing our school • We follow school rules of Safe, Ready and Respect when out of school e.g. on a school trip • We know how to stay safe online and use technology safely and respectfully
<p>Presentation in books</p> <ul style="list-style-type: none"> • Set work out in books correctly: <ul style="list-style-type: none"> - Write the long date on the left hand side next to the margin and the short date in maths - Write the learning title underneath the date - Underline the date and learning title with a ruler • Use a sharpened pencil or pen • Follow handwriting expectations in all subjects • Make sure that any sheets of paper that are stuck into books do not stick out • Take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc 	<p>Playground</p> <ul style="list-style-type: none"> • Walk silently from our classroom to the playground • Be kind by including people in games, sharing equipment and speaking respectfully • Listen to both adults and peers who are leading games or activities • Play safely and never 'play fight' because you may hurt someone by accident • If someone gets hurt, help them by taking them to the first aid station with the adult wearing a pink vest. • Only use the climbing frame and football pitch on our year group's scheduled day • When the first whistle blows, stand still • When the second whistle blows, listen for our year group to be called and then walk into our classroom 	<p>Dining Hall</p> <p>Family dining is a fundamental part of our lunchtime routine. It is where children are taught the soft skills of conversation, independence, good table manners, and kindness. Children sit in small "families" of up to 8 and take responsibility for pouring each other's water and ensuring their table is tidy.</p> <p>Our pupils work together to ensure that lunchtime dining is a pleasurable experience whilst demonstrating a sense of personal and collective responsibility.</p>

Behaviour Zones

We use behaviour zones to explicitly teach and reinforce to pupils key routines and expectations across school. This ensures that expectations are clear for all stakeholders. In all classrooms and learning spaces at Isle of Ely Primary School a 'Behaviour Zone' board is displayed on the wall and is referred to and used to help children think about their behaviour. These are used in conjunction with our behaviour policy.

Behaviour zones for lessons:

1	<ul style="list-style-type: none">• I am consistently participating actively in the lesson and contributing thoughtful ideas• I am highly motivated and taking responsibility for my own learning by seeking out resources to help me or extra challenges• I am going above and beyond to complete my learning task• I am working exceptionally well with my class mates demonstrating strong teamwork and leadership skills
2	<ul style="list-style-type: none">• I am participating actively in the lesson• I am motivated to take responsibility for my own learning• I am completing my learning tasks to a high standard• I am working collaboratively with my class mates
3	<ul style="list-style-type: none">• I have limited motivation or am motivated by rewards rather than my own want to learn• I may be passive in the lesson not always joining in• I may need reminders to stay focused and complete my work• I may be completing learning tasks but I am not reaching my potential• I may be finding it hard to work well with my class mates
4	<ul style="list-style-type: none">• I have lost my motivation• I may be off task with little or no activity• I may be distracted or daydreaming• I may be distracting other children• I may be consistently talk overs others or call out• I may not be finishing work or completing it poorly• I may not be working well with my class mates and may be causing conflicts






Behaviour zones for the playground:

1	<ul style="list-style-type: none">• I am following playground rules and expectations and encouraging others to do the same• I am actively ensuring everyone is included so that no one feels left out• I may be leading games and activities for other children• I may be helping my friends to solve any problems in a friendly way
2	<ul style="list-style-type: none">• I am following playground rules and expectations• I am including others in games and activities• I may be trying to solve small problems with my friends and seeking adult support if needed
3	<ul style="list-style-type: none">• I may need reminders to follow playground rules and expectations• I may not be including others in games and activities• I may be using unkind words or acting disrespectfully towards my friends or adults
4	<ul style="list-style-type: none">• I am not following playground rules and expectations after being given a reminder• My play is not safe or I may be play fighting• I may be calling others names or deliberately upsetting them• I may be physically hurting others

Behaviour zones for the dining hall:

1	<ul style="list-style-type: none">• I am following dining hall rules and expectations and help others to do the same – I am a role model
2	<ul style="list-style-type: none">• I am following dining hall rules and expectations
3	<ul style="list-style-type: none">• I need reminders to follow dining hall rules and expectations• I may be forgetting to use good manners or speak respectfully to others• I may be forgetting to clean up after myself• I may be using a loud voice and struggling to stay calm during meals
4	<ul style="list-style-type: none">• I am not follow dining hall rules and expectations after being given a reminder

Isle of Ely Values:

 <p>Resilient</p>	 <p>Reflective</p>	 <p>Kind</p>	 <p>Courageous</p>	 <p>Responsible</p>
<p><i>I can keep trying even when I want to give up.</i> <i>I am not worried about making a mistake.</i> <i>I know that feeling worried is normal but I can use strategies to support me.</i> <i>I can learn from my mistakes.</i> <i>I know mistakes are an important part of learning.</i> <i>I know what I can use to keep me going when I get stuck.</i> <i>I can start a task when I don't feel confident.</i> <i>I don't give up when something doesn't work the first time.</i> <i>I can take time out and come back if needed.</i> <i>I can resist distraction.</i> <i>I can cope with failure and carry on.</i> <i>I know that working hard is important.</i> <i>I can break down problems into smaller parts.</i> <i>I can be flexible when solving problems.</i> <i>I know that it is ok to feel sad and upset but I can find ways to feel better and move forward.</i> <i>I believe in myself.</i> <i>I can embrace challenge.</i></p>	<p><i>I can identify what I have done well.</i> <i>I can identify what I could do differently.</i> <i>I can make improvements.</i> <i>I can act on feedback.</i> <i>I can set myself goals.</i> <i>I can explain how something has made me feel and why.</i> <i>I can be honest about my actions.</i> <i>I can think about my mistakes and understand what to do next time.</i> <i>I can think carefully about my actions.</i> <i>I understand my strengths and weaknesses.</i> <i>I can be honest about my choices.</i> <i>I feel proud of my work.</i></p>	<p><i>I can be a good friend.</i> <i>I can do something nice for someone else.</i> <i>I can think about how others feel.</i> <i>I can try to make other people feel good.</i> <i>I can share.</i> <i>I am helpful.</i> <i>I can speak to others respectfully and politely.</i> <i>I can accept that people have different views.</i> <i>I can put other people before myself.</i> <i>I can ensure others are included.</i> <i>I can support others with their learning.</i> <i>I can take turns.</i> <i>I can celebrate the successes of others.</i> <i>I can listen carefully to what other people have to say.</i> <i>I can apologise when I have made a mistake.</i> <i>I can recognise when others are feeling sad and try to help them.</i></p>	<p><i>I can try new things.</i> <i>I can stand up for what I think is right.</i> <i>I can interrupt and question unkind behaviour.</i> <i>I can take risks with my learning.</i> <i>I can tell my peers when I think they are acting wrongly.</i> <i>I can be a leader.</i> <i>I can empower others to do the right thing.</i> <i>I can lead by example.</i> <i>I can challenge myself.</i> <i>I strive to do my best.</i> <i>I can admit when I have made a mistake.</i> <i>I can ask for help if I need it.</i> <i>I can face my fears.</i> <i>I can make my own choices without being influenced by others.</i></p>	<p><i>I can take responsibility for my own learning.</i> <i>I can take responsibility for my own behaviour.</i> <i>I can look after my own possessions.</i> <i>I can help others.</i> <i>I can set myself goals.</i> <i>I can take responsibility for my actions.</i> <i>I can be a leader.</i> <i>I can show that I can be organised.</i> <i>I can ask for help at the right times.</i> <i>I can try to solve a problem on my own before asking for help.</i> <i>I can choose appropriate resources or people to help me.</i> <i>I can be responsible for leading other children.</i> <i>I can make the right choice and encourage others to do the same.</i> <i>I can choose to act in a way I would if an adult is there.</i> <i>I am reliable.</i></p>

The school values are explicitly taught at the beginning of the autumn term in class, during whole school and class Thrive assemblies and daily during behaviour curriculum time. These are reinforced throughout all areas of school life through the school's behaviour management policy using rewards. For example, pupils are placed on the recognition board, given house points or receive the Head Teacher's Award for demonstrating any of the values. At the beginning of each term, they are revisited and continued to be reinforced throughout the school year. Progression of values is carefully mapped from Early Years to Upper Key Stage 2 and is detailed below:

Resilient

	Early Years	KS1	LKS2	UKS2
I keep trying until I succeed.	I keep trying even when something is tricky.	I can keep working on a task until I get it right without getting distracted.	I can keep trying different ways to solve a problem until I succeed.	I show a positive mindset and keep working on a task until I achieve my goal even when it's challenging.
I am not worried about making a mistake.	I can learn from my mistakes and try again without feeling bad.	I can see mistakes as learning opportunities and do not let them stop me from trying.	I can see mistakes as learning opportunities and am a role model for others to do the same.	I embrace mistakes as part of learning and can talk about my experiences of making mistakes and then succeeding as a result.
I know that feeling worried is normal but I can use strategies to support me.	I can tell a trusted adult if I am worried.	I can attempt a task even if I am not confident or I am feeling worried.	I can recognise when I feel worried and use strategies such as talking to an adult, taking deep breaths or thinking positive thoughts.	I can acknowledge my worries and apply effective strategies such as mindfulness, talking to someone or problem solving to manage them.
If I feel angry or discouraged, it doesn't last long and I can 'bounce back'.	I can take a deep breath and feel better when I am upset with the help of an adult.	I can calm down quickly by using strategies like taking deep breaths or counting to ten.	I can identify my feelings and use coping strategies like taking a break or talking to an adult and return to a positive mindset.	I can identify my feelings and why I might be feeling that way and take positive steps to move forward.

Reflective

	Early Years	KS1	LKS2	UKS2
I know what I have done well.	I can show my teacher when I have done something good.	I can explain to a teacher or peer what I have done well in my work.	I can identify parts of my work which I have done well and explain why.	I can critically reflect on my work and recognise my strengths.
I know what I need to do to improve.	I can listen to my teacher and try again with the part I can do better.	I can listen to feedback and think about how to improve my work.	I can listen to feedback and self-reflect to then make a plan to improve my work.	I can self-assess my work, seek feedback and set goals for improvement.
I feel proud of my work.	I feel happy when I know I have tried my best.	I can feel proud when I have worked hard and tried my best.	I can take pride in my work when I know I have gone above and beyond with my work.	I can confidently share my achievements and feel a sense of pride when I know I have gone above and beyond.
I can be honest about my actions.	I can tell the truth when my teacher asks me what happened.	I always tell the truth and do not blame others for my actions.	I understand that telling the truth can be difficult but it helps build trust with others.	I show integrity by always being honest about my actions.

Kind

	Early Years	KS1	LKS2	UKS2
I can speak to others politely and respectfully.	I can say 'please' and 'thank you.'	I use kind words and avoid using hurtful or rude language.	I use kind and respectful language when speaking to others.	I can communicate with my peers and teachers in a polite and respectful way even if I disagree with them.
I can show kindness to others.	I can share my toys and help my friends when they need it.	I show I am a good friend by being caring and helpful.	I make sure everyone is included.	I actively look for ways to help others and show empathy and understanding in my actions.
I am respectful and considerate of others' feelings and views.	I can listen when my friends are talking and wait my turn.	I can listen to my friends' ideas and show empathy by understanding how they might be feeling.	I can listen to others' opinions and understand that everyone has different feelings and views.	I can respect and value the perspectives and emotions of others even if they are different to my own.
I can celebrate the successes of others.	I can clap or give a 'thumbs up' when my friends receive a head teachers award.	I can say well done and feel happy for my friends when they do something well.	I can congratulate my classmates and show that I am proud of their achievements.	I can recognise and applaud the achievements of my peers and I can encourage them to continue doing their best.

Courageous

	Early Years	KS1	LKS2	UKS2
I can try new things	I can try a new activity that involves risk or I may find tricky.	I can attempt a task that I am nervous about.	I strive to do my best even if I am finding something difficult or I am worried about it.	I have the courage to try different solutions when faced with difficulties.
I can ask for help when needed	I can use my words to say, 'can you help me please?'	I can ask an adult or a friend for help if needed.	I can admit when I have made a mistake and ask for help	I can express my concerns and ask questions when I don't understand something or face a challenging problem.
I can share my ideas and feelings with confidence	I can share my ideas in class and put my hand up to answer questions.	I can have a go at answering a question even though I may get it wrong.	I have the courage to contribute confidently to class discussions and group activities expressing my thoughts and opinions.	I can offer constructive feedback in group discussions and I am confident that my voice makes a difference.
I can stand up for what I believe is right	I can interrupt unkind behaviour by saying 'stop please.'	I make my own choices without being influenced by others and interrupt any unkind behaviour or stand up to others who may not be following the rules.	I can use interrupt, question, educate and echo to stand up against any unkind behaviour.	I can use interrupt, question, educate and echo to stand up against any unkind behaviour and encourage others to do the same.

Responsible





	Early Years	KS1	LKS2	UKS2
I can take responsibility for my actions.	I can talk to an adult honestly about what I have done.	I can make the right choices and if I have made a mistake, I can engage in a restorative conversation.	I can make the right choices and encourage others to do the same.	I act with integrity and understand that the way I act reflects the kind of person I am.
I can take responsibility for my learning.	I show that I am ready to learn by listening carefully to my teacher.	I seek out resources to help me or extra challenges for my learning.	I work hard to achieve targets.	I can set myself goals and work hard to achieve these.
I am reliable.	I can put away resources I have used and help my class to tidy up.	I can be responsible for classroom jobs.	I can be a dependable team member during group activities.	I can take on whole school responsibilities and be responsible for guiding and supporting younger children.
I can take responsibility for my own possessions.	I can put away my own bag and coat.	I can make sure I have the right equipment for lessons e.g. sharpened pencil, whiteboard and pen.	I am starting to take responsibility to bring things in from home that I need e.g. library book.	I take responsibility for the things I need on different days in preparation for secondary school.

"IN THE END, WE WILL REMEMBER NOT THE WORDS OF OUR ENEMIES, BUT THE SILENCE OF OUR FRIENDS."
 —MARTIN LUTHER KING JR.

Learning for Justice – Speak up at School

An important part of our behaviour curriculum is ‘Learning for Justice – Speak up at School’. More information can be found here:
<https://www.learningforjustice.org/magazine/publications/speak-up-at-school>

Children learn both about the importance of speaking up and challenging any unkind behaviour and how to do this using: **Interrupt, Question, Educate and Echo**

<p>Interrupt</p> 	<p>Interrupt and stop the unkind behaviour. Every time.</p>	<p>“Stop, this is not right.” “Wait a second...” “Stop, that’s not kind.” “That’s not funny.”</p>
<p>Question</p> 	<p>Question the unkind behaviour to make people think about their actions.</p>	<p>“Why do you say that?” “What did you hope to achieve by doing that?” “What do you mean?” “Tell me more about why you said that/did that?”</p>
<p>Educate</p> 	<p>Explain why the unkind behaviour was not kind. Explain how it may have made people feel.</p>	<p>“This has made ____ upset because...” “It’s not funny because...”</p>
<p>Echo</p> 	<p>Echo someone who has spoken up to reinforce the message. Many voices together are more powerful than one on its own.</p>	<p>“Thank you for speaking up – I agree that’s not kind.” “I agree, it’s not funny because...”</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour expectations and routines	Introduce behaviour curriculum – three rules, routines and expectations and values	Re-introduce Learning for Justice – speak up at school linked to anti-bullying week	Reintroduce behaviour curriculum – three rules and lunchtime and playground expected behaviour and routines	SLT to monitor and decide key focus areas	Reintroduce behaviour curriculum – three rules and lunchtime and playground expected behaviour and routines	SLT to monitor and decide key focus areas
Assembly themes – <i>this is not an extensive list and others may be added to address any issues that arise</i>	<ul style="list-style-type: none"> - New year – start the school year right - Safe, Ready Respect - School Values overview - House Captains & School/Eco/Kindness Council elections (<i>responsible</i>) - British Value - Democracy - Jigsaw - Being Me in My World (<i>Kind</i>) - World Mental Health Day – 10th October - Black History Month (October) (<i>examples of resilience and courage</i>) - WB. 14th October – Recycle Week – (<i>responsible - Eco Council</i>) - 23rd October – United Nations Day – Rights Respecting School introduction - Kind - Resilient - Reflective - Courageous - Responsible 	<ul style="list-style-type: none"> - Jigsaw – Celebrating Difference - 9th November - Social Media Kindness Day (<i>kind</i>) - Learning for Justice – Speak up at school - Remembrance (<i>reflective, courageous</i>) - WB. 11th November – Anti-Bullying Week - British Value – Mutual Respect - Kind - Resilient - Reflective - Courageous - Responsible 	<ul style="list-style-type: none"> - New Years Resolutions - Jigsaw- Dreams and Goals - 19th January – World Religion Day - British Value - Tolerance - 11th February - Safer Internet Day - 21st March - World Down Syndrome Day - WB. 2nd April - Autism Acceptance Week - 17th February – Random acts of kindness day - Children’s Mental Health Week - Kind - Resilient - Reflective - Courageous - Responsible 	<ul style="list-style-type: none"> - Jigsaw – Healthy Me - 7th March – World Book Day - Ramadan - British Value – Individual liberty - Kind - Resilient - Reflective - Courageous - Responsible 	<ul style="list-style-type: none"> - Jigsaw - Relationships - 22nd April – Earth Day - British Value – Rule of Law - Kind - Resilient - Reflective - Courageous - Responsible 	<ul style="list-style-type: none"> - Jigsaw – Changing Me - 5th June – World Environment Day - 8th June – World Oceans Day - Transition and moving on - LGBTQ+ month (June) - 20th June – World Refugee Day - Kind - Resilient - Reflective - Courageous - Responsible
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

House events – building relationships across school	New House Captains to organise an afternoon	Anti-bullying week	Children’s Mental Health Week	World Book Day	Learning for Justice Relationships	Celebrating the year artwork? Environment?
Safeguarding – whole school	School council – Safer Spaces	Anti-bullying week	Safer internet day, Children’s mental health week			Child Safety Week
Visits		Anti-bullying drama workshops	Ely Mental Health Service Team		Rule of Law – police visit	

Impact

The impact of our behaviour curriculum is carefully monitored through:

- Behaviour logs
- Pupil voice
- Staff voice
- Learning walks
- Self-evaluation and trust behaviour reviews using the ALT principles of behaviour document