

Rose Wood Academy



Rose Wood Behaviour Curriculum

Introduction

Be and the rewards

Respect:	to treat someone or something well
Empathy:	to understand other people's feelings
Achievement:	to accomplish something
Pride:	a feeling of satisfaction in the achievement of yourself or others

At Rose Wood Academy, we help develop our children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, responsible citizens, who contribute positively to society. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

At Rose Wood Academy our school values of 'Be Kind and REAP the Rewards' underpins everything we do.

- We actively promote kindness and tolerance to help instil a strong sense of moral purpose into our pupils. Pupils are then able to apply this understanding to their own lives and understand that they are responsible for their own actions. They are then able to articulate the consequences of their actions for themselves, others and wider society.
- Children are taught the importance of building empathy and understanding in both personal and wider relationships. They are often asked to imagine what it would be like to see something from someone else's point of view to help them understand the impact of their actions.
- We teach children to celebrate the achievements of themselves and others and encourage them to support others to become the best that they can be, having pride in the achievements of others as well as themselves. Through this, we encourage resilience and determination.

We use our school values to drive our character development. We look at the values that 'Be Kind and REAP the Rewards' promotes and help children to see these values in themselves and others.

Teaching the Behaviour Curriculum

The curriculum is taught explicitly during the first week of the Autumn term alongside the traditional National Curriculum subjects and regularly revisited throughout the year, both in class and through assemblies. Children should learn the content of the curriculum so that they can recall the information and act upon it. Staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term).

The process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

At Rose Wood, we believe that positive relationships underpin all approaches to behaviour. These positive relationships create a climate for successful behaviour in that children feel safe, secure, respected and valued. A sense of belonging creates an atmosphere for children to thrive, supported by a well-designed behaviour curriculum which gives children the tools to know exactly how to succeed.

Adaptations

While this curriculum is intended for all pupils it may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Celebration Assembly

Our behaviour expectations are reinforced through our weekly celebration assembly when children from each class can earn REAP certificates for displaying our school values. In order to be eligible for a certificate, children must display the following behaviours:

- Displayed our school values
- Worn the correct uniform, including PE
- Had 100% attendance for that week (unavoidable medical appointments aside)
- Followed the REAP Behaviour Rules all week

Behaviour Ladder

We have a clear behaviour ladder to ensure that we have clarity and consistency with the actions taken when behaviour expectations aren't followed. Although we do not expect the children to memorise this ladder, it is shared with all the children and used on an individual basis to explain to children the actions which have been taken.

	Step of behaviour/ types of behaviour	Dealt with by	Type of consequence /Actions
	<u>Step 1</u> Talking and being distracted Distracting other children Talking inappropriately to others Not following our school values of 'Be Kind and REAP the Rewards' Continuing with the above behaviours	Class Teacher	The children are given a look and reminded of what is expected of them. The children are reminded of what is expected of them and are asked "do you think you need to be moved to another place in the class?" If a child has spoken inappropriately, they will be asked to apologise. Remind children of our school motto
Needs Work Dojo	<u>Step 2</u> Continuing with the above behaviours Inappropriate behaviour such as pushing, elbowing etc including play fighting and rough play	Class Teacher	The child could be told to move places. The child may have to take work home to catch up, or stay in to complete it during break. The child will be asked to apologise if appropriate
Contact parents	<u>Step 3</u> Repeated incidents of the above behaviours. Swearing/ pushing/shoving/hitting Name calling/falling out	Class Teacher/ Phase Leader	The child could be sent to a different class or reflection The child will meet with the phase leader to discuss behaviours and agree ways forward. Parents will be called or messaged, and phase leader will share the agreed ways forward.
Phone call to parents	<u>Step 4</u> Continued previous behaviours despite intervention Disrespectful to staff or not following staff instruction appropriately Fighting (serious full fight), Bullying Theft Using racist, anti-disability or homophobic language without any understanding.	Phase Leader/Deputy	Time off the playground Meeting with parents to discuss ways forward. Internal fixed term exclusion if behaviour is impacting the well-being of other children. Possible use of report sheets to address issues.
Meeting arranged with parents	<u>Step 5</u> Aggressive behaviour towards staff Swearing at staff Complete refusal to follow staff's instructions Racism or discrimination Threats made against staff Using racist, anti-disability or homophobic language with understanding.	Deputy/Head	Meeting with parents to agree ways forward Time off the playground Internal fixed term exclusion for a period of time Fixed term exclusion for a period of time

Curriculum Content

Curriculum content to be taught in depth in Autumn 1 and revisited throughout the year, in class and through assemblies.

Children to know our school values and what they represent.

Be **kind** and **REAP** the rewards

Respect:	to treat someone or something well
Empathy:	to understand other people's feelings
Achievement:	to accomplish something
Pride:	a feeling of satisfaction in the achievement of yourself or others

REAP Behaviour Rules

From these values, we have created our **REAP behaviour rules**, which are as follows:

- **Be Kind**
- **Show Respect**
- **Show Empathy**

- When talking to the children about how to be kind we use the reminder of '**Kind Hands, Kind Feet, Kind Mouth**'.

Be Kind	Show Respect	Show Empathy
Kind Hands Kind Feet Kind Mouth	Show good manners Be good listeners Don't shout out Keep the school tidy Respect the school environment Treat everyone in school with the same respect, even when you disagree with them.	Accept that everyone is different Celebrate difference Accept that not everyone thinks the same Understand others' feelings

The examples below are shared with the children as examples of what this entails but it is not expected that they are committed to memory. It is however expected that they are regularly reiterated as expected behaviours in order for them to become habit.

Children to know these three rules of **‘Be Kind’**, **‘Show Respect’** and **‘Show Empathy’** and know how they express these.

If children do not like a behaviour, they can say **‘Please don’t. I don’t like it’**. This should remove any doubt as to whether it’s considered a joke or for fun. This phrase should instantly tell anyone that they want the behaviour to stop. Children should seek support from adults in school if this does not happen.

We have a school wide signal of **‘Stop and give me your attention please.’** (The Early Year version of this is **‘Stop and show me two hands.’**) For these signals, children should stop what they’re doing and empty their hands and look at the speaker. We have routines for key points in the school day which are expanded upon below:

Classroom Routines

We have core principles that marry with our school values which are adopted in classrooms across the school. The core non-negotiables for each class are as follows:

- Each class should have a clear routine for lining up
- When moving around school or outside of school as a class, children must remain in line order, walking sensibly.
- Children must be supervised at all times, including when getting coats from pegs
- Children should always listen respectfully when others are speaking
- During inputs, children should remain seated, unless there is an exceptional reason not to do so.

Drinks	
Reception	Drinks on carpet at snack time Access water during continuous provision Encouraged to have a drink at end of CP & after lunch
KS1	Before breaktime - children to collect bottles and place on carpet spot After break, collect bottle then put away after drink
LKS2	Children collect water bottle and take to table at end of break & lunchtime Bottles will be collected by water monitors
UKS2	Monitors to place bottles on the tables After break - children to access them during five a day and return them a table at a time Lunch monitors to place bottles on tables After lunch - children to have drinks during afternoon register then return them a table at a time

Transitions	
Reception	Adults to walk class to destination Children sent in small groups, reinforcing good routines
KS1	1 - Stand up in silence 2 - Move to seat/carpet 3 - Sit down
KS2	Adults to walk class to destination, with regular check ins Expectation to walk sensibly and silently Children to settle to learning task quickly

Lining Up on the Playground	
Reception	'Stop and show me two empty hands' Whistle – indication to walk and line up
KS1& KS2	1 st Whistle – All children to stop and stand still 2 nd Whistle – All children to walk in silence to their lines Staff to be out to collect their children and walk them inside in line order

Getting Coats	
Reception	Children sent in small groups, reinforcing expectations
KS1& KS2	Children sent a table at a time, reinforcing expectations (In UKS2, the corridor will be supervised by staff on a rota. LKS2 coats are on pegs in classrooms.)

Toilets	
Reception	Children encouraged to go during continuous provision
KS1	One child from a class at one time. Children to be encouraged to go during playtime and lunchtime If needed, children to go in lesson times but expectation to be break and lunch wherever possible
KS2	The whistle will be blown 5 minutes before the end of playtime and lunchtime as 'last call' for toilets. Children to be encouraged to go during playtime and lunchtime If needed, children to go in lesson times but expectation to be break and lunch wherever possible

Each class establishes its clear routines each September and rehearses them regularly.

Dinner Hall Expectations

Children know that they must follow the following rules in the dinner hall:

	Lunchtime Rules
	L ine up calmly
	U se your indoor voices
	N ever run or throw things
	C lear up after yourself
	H ead straight to a seat
	E at sensibly, with manners
	S tay in seat until finished

Playtime Behaviour

Children to know the following:

- To play safely, without hurting anyone
- To not 'play fight' because we might hurt someone by accident
- To know that you must display the rules of 'Be Kind', 'Show Respect' and 'Show Empathy'
- To line up promptly in silence, once the whistle has been blown
- To walk back into school sensibly and in single file

Manners Expectations

- Children will always use 'please' and 'thank you'
- When going to another classroom, children will knock and enter then wait to be spoken to by the adult. Children will then ask for what they have come for with a 'please may I' 'Please would/could you...?' Children will then be expected to say thank you to the person who has helped them.
- When going to either office, children will knock and wait to be invited in. Children will then ask for what they have come for with a 'please may I' 'Please would/could you...?' Children will then be expected to say thank you to the person who has helped them.
- Children will always hold a door open for anyone who is behind them. The child should then say thank you to that person.
- Children will ask for lunch from the lunch staff serving them with a 'please may I have...' and say thank you
- If child wants the attention of a member of staff on duty for example, children start with 'excuse me.....'

Preventing Bullying

Children to know the following:

- Know the acronym of '**STOP**'; that bullying is defined as '**Several Times on Purpose**'
- Know that if it happens online, it is called cyber-bullying
- Know that if they are being bullied they should tell an adult
- Know that if they think someone else is being bullied they should tell an adult
- Know that bullying will not be tolerated and that it will be dealt with seriously by all adults at Rose Wood Academy.

Completing Work in Books

Children should work in their books in line with the following guidelines:

- All maths work should be completed in pencil, except for corrections (purple pen)
- Number work will adhere to the one digit one square rule.
- All mathematics work will record the date as digital, for all other subjects it will be written in words.
- All tables, graphs, label lines and number lines should be drawn in pencil using a ruler. Children will be explicitly taught how to draw tables, graphs, keys etc.

- Worksheets should only be used if absolutely necessary. Worksheets should be trimmed so that they do not overhang the pages of the book.
- Date, title and learning objective/title are underlined (from Year 1 onwards)
- Wax crayons and felt tips are not to be used directly in children's book
- When drawing pictures into lined books, these are completed on plain paper and stuck in or drawn neatly directly on to the lined paper
- Diagrams can be drawn neatly directly into books.
- Any defacing on or within books will be removed if possible, or at least acknowledged.
- Rubbers are to be used at individual teacher's discretion
- Mistakes should be crossed out with a neat line. Children should not write over the top of errors.

School Uniform

To know that school uniform consists of the following:

Everyday wear:

- Royal blue sweatshirt or cardigan
- White polo shirt or plain white school shirt
- Black/grey trousers or skirt (knee length, grey shorts may be worn in warm weather)
- Blue gingham dress in Summer (red or blue in Year Six)
- Plain grey pinafore dress
- Plain black shoes or plain black trainers. Plain black trainers can be worn but they must have black soles and a black logo. Please could we ask that the trainers don't have coloured or white logos/stripes on them. They must be all black.
- Children may wear white or black flat sandals in summer with socks
- Plain black, flat ankle boots can be worn in winter if preferred.
- Shoes and boots must be flat for safety reasons.

Items may have the school's logo if wished, but this is not compulsory.

Year 6: So that the year six children stand out as school ambassadors, they are allowed to wear a red sweatshirt. Children can also wear either a red or a white polo shirt. Year 6 children can also wear black or grey trousers or skirts.

PE Uniform:

- Plain navy blue shorts of an appropriate length (no cycling shorts)
- Plain short sleeved, full length white T shirt
- Plain navy blue jogging bottoms (no leggings) and navy sweatshirt or hoodie
- Plain black or plain white trainers (including soles and logos) or plimsolls. Please could we ask that any logo or stripes on the sole are the same colour as the colour of the shoe i.e white logo/stripes on white trainers and black logo/stripes on black trainers.

Attendance and Punctuality

Children to know the following expectations:

- They must try to attend school every day.
They must try to arrive at school on time every day.
- That attending school on time every day is important so that they don't miss important learning