

The ‘St. Edmund’s Way’ Curriculum

Nursery – Year 6

Overview of Content

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All Year | Explicit teaching | Ongoing revision | Longer recap of | Ongoing revision | Longer recap of | Ongoing revision of |
| Groups | of the full | of content | ‘St. Edmund’s | of content | ‘St. Edmund’s | content |
| From | ‘St. Edmund’s |  | Way’ curriculum |  | Way’ curriculum |  |
| Nursery | Way’ curriculum |  |  |  |  |  |
| to Y6 | content |  |  |  |  |  |

**Introduction**

At St. Edmund’s we develop children’s character through the ‘St. Edmund’s Way’ curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. 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)

#  Teaching the behaviour curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the ‘St. Edmund’s Way’ curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ‘Principles of Instruction’ set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

 As Tom Bennett describes in ‘Running The Room’, 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

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

# Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupils’ SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

# Curriculum Content

##  **Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year**

**Our Pocket Principles**

Know that there are three behaviour principles in school known as the **pocket principles**. These are to

* be respectful,
* be responsible,
* be ready to learn.

Know the following examples of these three principles –

|  |  |  |
| --- | --- | --- |
| Be Respectful | Be Responsible | Be Ready to Learn |
| Say please and thank you Hold doors open for adults Talk kindly to other pupils Say good morning/ afternoon to adults | Completing homework on time Remembering to bring equipment to schoolTidying up your own workspace and the classroomAccepting responsibility if you make a mistake and saying sorry | Sitting stillListening carefully to the teacher Giving the teacher 100% of your attentionWorking hard on tasks given Being in the right place at the right time |

Know that if you respect someone, you value their character, ideas and opinions.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Know that pupils who do not follow the pocket principles and the school rules will have a consequence for this.

**1.Moving Around School**

Know that we walk around school using Fantastic Walking

Know that Fantastic Walking means -

* Facing forwards,
* walking at a steady pace,
* in a straight line,
* with hands behind your back,
* without talking.

Know that we use Fantastic Walking to keep everyone safe in and to make sure the learning of other children is not disrupted as people move around school.

**2.Listening in school**

Know that we use Fantastic Listening in class. This means that we -

* Face forwards, hands together
* Always sit up straight
* Never interrupt
* Track the speaker

Know that we all use Fantastic Listening to ensure everybody is able to learn without distractions.

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**3.Lining Up**

Know that when we line up, we use Legendary Lining Up.

Know the order that you always line up in.

Know who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls while moving around school.

Know the routine for entering the classroom and getting ready to work.

**4.Classroom routines**

Know where you sit in class during lessons (including ‘carpet places’)

Know the routine for handing out and collecting exercise books in the classroom. Know where to hang up your coat in the classroom.

Know that if you want to go to the toilet, you must ask an adult for permission.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that any deliberate damage to school equipment will incur a consequence.

Know how to put your hand up quietly to answer a question or participate in discussion.

Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.

Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise. Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

Know that, if we are using mini-whiteboards, we show our answers using the ‘3-2-1 Chin It’ system where the board is placed under the chin.

**5.Speaking in Class**

Know that we use ‘SHAPE your 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, ‘Loud and Proud’

● Eye Contact - Pupils know that it is polite to look at the person you are speaking to



**SHAPE your speech**

Sentences – no single word answers

Hand away from mouth

Articulate – not mumble

Project – a loud, clear voice

Eye contact

**6.Completing work in books**

Know how to set out work in books according to the St. Edmund’s Presentation Policy (see separate document).

Know that each piece of work needs a date and title.

Know that you must use ‘one square, one digit’ when writing in maths books.

Know how to underline titles using a ruler.

Know how to correct mistakes by drawing a straight line through your work.

**7.Manners**

Know that we use ‘STEPS to politeness’ at St. Edmund’s to make sure we are always polite to each other

Know that this stands for-

* Sir and Miss - pupils know that they must use Sir and Miss when talking to members of staff
* 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



**Steps to politeness**

Sir and Miss

Thank you

Excuse me

Please

Smile

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say ‘Good morning/afternoon Sir/Miss’ to adults if spoken to.

Know that it is polite to ask questions such as “How are you today, Miss?”, “Have you had a good morning, Sir?”, “Did you have a good weekend, Miss?” or comment on the weather

Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you

**8. Playtime Behaviour**

Know that you must walk from your classroom to the playground using ‘Fantastic Walking’.

Know that you must play safely without hurting anyone.

Know that we do not ‘play fight’ because we may hurt someone by accident (even if you are siblings)

Know that you must be kind, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you should not scream when playing together at playtime.

Know that, when called, you must line up in your lining up order quickly.

**9.Lunchtime**

Know to show the cook your band so she knows what dinner you are having.

Know that when I have finished my dinner I must put my hand up and ask a teacher if I can move onto my dessert. (EYFS/KS1)

Know where you sit in the dinner hall during lunchtime.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)

Know that you should finish what you are eating before leaving your seat.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that ‘good manners’ means saying ‘please’ when you ask for something and ‘thank you’ when you receive it.

**10.Preventing Bullying**

Know that bullying is:

* Hurting someone else on purpose
* Repetitive – it happens again and again
* Can be physical, verbal, and emotional

Know that bullying can be indirect. This means:

* Leaving people out of groups or games
* Talking about someone behind their back
* Standing by and watching someone get bullied without letting an adult know

Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult.

Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at St. Edmund’s.

**11.School Uniform**

Know that school uniform consists of –

Grey trousers, grey skirt, yellow polo shirt, school sweatshirt or cardigan and black shoes or black trainers. Grey shorts can be worn in the warmer weather as can yellow check dresses.

Know that all shirts must be tucked in.

Know that long hair must be tied back.

Jewellery

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.

**12.PE**

Know that, for PE, pupils must wear burgundy shorts or black tracksuit bottoms, white T-shirt, trainers for outside. A sweatshirt can also be worn in colder months.

Know that indoor PE is done in black pumps.

**13.End of the day routine**

Know that pupils must in classroom seat or on carpet until called by the adult.

Know that they must not go home until the teacher has checked that the correct adult is picking them up.

Know that these procedures are put in place to keep all children safe at home time.

Know to leave school in an orderly manner not running and shouting.

Know we finish the school day with a prayer and say it in a respectful manner.

**14.Attendance and Punctuality**

Know that you must try to attend school every day.

Know that you must try to arrive at school on time every day.

Know that attending school on time every day is important so that you don’t miss important learning.

**15.Behaviour outside school**

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people’s needs, wishes and feelings.

Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

Know that when we are outside of school we do not throw litter on the floor but take it home and put it in the bin.

**Summary**

Know that the St. Edmund’s Way curriculum must be followed at all times.

Know that you must always follow instructions given by adults the first time you are asked – ‘**first time, every time’.**

Know that we follow instructions **‘first time, every time’** to keep everyone safe in school.

Know that all pupils follow the St. Edmund’s Way curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

**NOTE**

Some pupils with challenging behavior may have individual behavior systems as agreed with senior leadership.

Pupils who deliberately do not follow the St. Edmund’s Way will be moved to the system below.

St. Edmund’s Consequences

***Prior to behavior occurring***

All ‘Teach like a Champion’ strategies use consistently in class and St. Edmund’s Way has been explicitly taught.

Inform pupil support manager/headteacher if pupil behavior is changing over time.

Formal conversation between teacher and child to set out expectations and discuss any reasons for change in behaviour***.***

***Level 1 Consequences*** for low level routine misbehaviour e.g.talking, distracting others

* Non verbal e.g. Frown, raised eyebrows, shake of head
* Verbal ***Reminder*** of behaviour expectations 30 second intervention (Appendix 1)
* Tactically ignore
* Redirect attention
* Teacher position self by child
* Move pupil within classroom

***Level 2 Consequences*** for repeated misbehaviour/ failure to be Ready, Respectful and Responsible.

* ***Caution*** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, “Think carefully about your next step” or “Are you saying no to my instruction?”
* ***Last Chance*** - Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. (Appendix 1)
* Complete unfinished work at social time.
* Loss of 2 minutes social time.
* Two minutes time out within the classroom (EYFS).
* Missed playtime
* Referral to PSM for support

***Level 3 Consequences*** for persistent misbehaviour/ failure to be Ready, Respectful and Responsible.

* ***Exclusion*** from class to specified class for 20 minutes to complete work. Sending teacher should complete form to say why the exclusion from class has taken place.
* No attention given to the child by the receiving teacher other than to provide a workspace and to return the child after 20 mins and sign the form to acknowledge receipt.
* This exclusion from class **can** be repeated **once** during the course of the day
* Further persistent misbehaviour go to Level 4
* Inform parents of behaviour – phone, standard school letter or in person. Log contact in CPOMS
* SLT will monitor CPOMS and will call for children whose names appear regularly to explain their behaviours
* Referral to PSM and /or outside agency

***Level 4 Consequences*** significant misbehaviour which is oppositional and/or defiant including consistent use of swearing, unkind words and hurting others.

***First Action***

* Immediate isolated exclusion from class under the care of the PSM/HT. Sited in a ‘Break Out’ room for 20 mins(10 mins KS1 and 5 mins for EYFS); child is escorted or removed using Team Teach. The incident must be recorded by the Class Teacher on CPOMs.
* The child will either complete work from the class setting or from the exclusion folder.
* Child is not engaged with but reparations by the PSM can begin at the end of the timed period
* If behaviour is positive then a return to Level 1 can be applied.

***Second Action***

* If behaviour remains oppositional and/or defiant, a second isolated removal can be used. If this is during the same session ie am/ pm, the exclusion will last for the rest of the session.

***Third Action***

* If this continues over the course of more than one day, a Managed Exclusion can be arranged in which work is carried out away from other children and playtimes/ lunchtimes are supervised and away from peers. This should be for no more than one day.
* A meeting with the Headteacher, Pupil Support Manager and parents should take place prior to a managed exclusion.

***Fourth Action***

* Level 4 sanctions should be referred to SLT for information and logged using CPOMS When these are not successful, a move to suspensions or permanent exclusions may be considered in the light of support from both internal and external sources

**Appendix 1**

***30 second scripted intervention for Level One/Two***

|  |  |  |
| --- | --- | --- |
|    | **Steps**   | **Actions**   |
| **1**   | **Warning**   |   **You should be … Thank you**    **Allow a cooldown time -adult to walk away**   |
| **2**   | **Warning**   | **You are still … if you continue you will lose 2 minutes of your social time, you should be … Thank you**    **Allow a cooldown time – adult to walk away**     |
| **3**   | **Consequence**   |   **You are still … so you will lose 2 minutes of social time.**     |
| **4**   | **Repair/Social Time**  **Discuss the behaviour and why it is not expectable in class.  Remind the child that the everyday is a new day.**    * **What happened? (Neutral, dispassionate language.)**
* **What were you feeling at the time?**
* **What have you felt since?**
* **How did this make people feel?**
* **Who has been affected? What should we do to put things right? How can we do things differently?**

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**EYFS children will be given 2 minutes ‘Time Out’ at the time of the behavior rather than wait till social time at the end of the day.**

***30 second scripted intervention for Level Three***

|  |  |  |
| --- | --- | --- |
|    | **Steps**   | **Actions**   |
| **1**   | **Warning**   |   **You have now lost 2 minutes social time (EYFS – Time Out) and you are continuing to …. You have moved to Level Three Consequences, if you continue you will be removed from the class.**   **Allow a cooldown time -adult to walk away**   |
| **2**   | **Warning**   | **You are still … if you continue you will be removed from the class for isolation time … Thank you**   **Or**  **Are you saying no to me, are you refusing me?  If you continue to say no to me, you will be removed from the class for isolation time …. Thank you**   **Allow a cooldown time – adult to walk away**   |
| **3**   | **Consequence**   |   **You are still … so you will be removed from class**     |
| **4**   | **Repair** **Discuss the behaviour and why it is not expectable in class.**   * **What happened? (Neutral, dispassionate language.)**
* **What were you feeling at the time?**
* **What have you felt since?**
* **How did this make people feel?**
* **Who has been affected? What should we do to put things right? How can we do things differently?**

 **Remind the child that the everyday is a new day.**      |