

BEHAVIOUR CURRICULUM

Academy Values

Gifted

Resilient

Engaged

Aspirational

Together

Behaviour Culture

The aims of the behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a **culture** of exceptionally good behaviour: for **learning**, for **community** and for **life**. We aim to **build a community** which **values kindness, care, respect, tolerance and empathy for others** and to help learners take control over their behaviour and be **responsible** for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns we can promote good relationships throughout the academy community built on trust and understanding. 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 Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Modelling the Culture

Teaching the Curriculum

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Astrea learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.
- 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 'Astrea learning behaviours 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 ten '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 term). It is expected that all pupils will know this content

The process for teaching behaviour explicitly is as follows

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour



It is important that all school staff know the details of this curriculum, teach it explicitly to children 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

Maintaining the Culture

There are three overarching behaviour principles

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> • We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society 	<ul style="list-style-type: none"> • We follow instructions -first time, every time. • We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

SEND: While this curriculum is 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 curriculum unimpeded. The following programmes are used to provide additional support when necessary.

 Thrive	 Team Teach	Trauma Informed
<ul style="list-style-type: none"> • The Thrive Approach is a developmental and trauma-sensitive approach to meeting the emotional and social needs of children. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning and with life. 	<ul style="list-style-type: none"> • The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. 	<ul style="list-style-type: none"> • Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.
These approaches are linked to the PSHCE curriculum with regards to pupil wellbeing and mental health		

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.

Astrea Promise	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	Extra-curricular clubs	Rights Respecting	Astrea Active	Assemblies
PHSE	RSE	Computing	The Arts	Community Work, including charity awareness.	Physical Education	Expressive Arts and Design

BEHAVIOUR CURRICULUM

Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. 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 if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know that we can wear a watch and no other jewellery Know to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit Know the sitting space and in which order Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate actively – singing etc. 	<ul style="list-style-type: none"> Know that we walk around school in silence Know that we walk in a straight line Know that we line up in our agreed line order Know that we are polite and courteous to adults / other children with a greeting Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor) 	<ul style="list-style-type: none"> Know that we wash hands before eating Know that we use a quiet voice and talk to the children opposite or adjacent to them only Know that we line up – one behind the other, quietly. Know that when eating, we stay in our seats facing our food Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) Know that we chew with our mouths closed Know that we say please and thank you Know that we put our hand up for adult attention Know that we walk in the dining room Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away our table space, cutlery, plate, cup and leave tidy. Know that we ask an adult to leave the dining room
				<i>If school lines pupils up as they leave, specify the expectation in line with lining up expectation- see moving around school</i>
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Know how to follow the stopping strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, With no noise. Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we walk to the line sensibly Know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect 	<ul style="list-style-type: none"> Know that we walk to the line sensibly know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce Date underlined with ruler and sharpened pencil Learning objective – miss a line after date Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. <p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>
Playtime Behaviour		Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> 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. 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, when called, you must line up in your lining up order quickly 		<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silent Know that we walk in single file Know that we 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we 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. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

BEHAVIOUR CURRICULUM

All adults in school will model expected behaviours by

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. 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 if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Ensure uniform is correct at all times Provide 'spare' correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair yet uphold the standards expected Check uniform regularly, in line with the routines part of this document Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> Verbally remind children of expectations and praise children for meeting them Organise class into appropriate order in classroom Ensure uniform is checked Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) Praise/remind children for following expectations of sitting and participation Remind children to gain attention if necessary Lead children into assembly modelling expectations Actively engage with assembly Ensure orderly exit from hall and return to class Praise and reward as appropriate 	<ul style="list-style-type: none"> Regularly remind class of expectations when moving through school Line the class up - establish a class order Check smartness of pupils before and after moving In instances of unwanted behaviour – stop the class and recap expectations Be polite and courteous to adults / other children with a greeting and hold/open doors for one another Take pride in appearance – shirts tucked in etc. Praise and reward children Model manners and showing courtesy to others- e.g., holding doors open Do not set off with a class/group until all expectations are met- including uniform and volume 	<ul style="list-style-type: none"> Check uniform on entry and exit of dining hall Use the trust 'attention' signal Support and model to pupils to use knife and fork Remind pupils of expectations Monitor the cleaning of plates and cutlery Check and remind of manner Check spaces as pupils leave the eating space Praise and reward the correct behaviour
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise Establish, teach and model routines and expectations Greet children and adults on entry to the room Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc. Ensure workspaces/classroom is tidy, including their own desk Have the lining up order displayed in the classroom Use transitional songs /rhymes etc. where appropriate 	<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in order- in line with school decision on how that order is decided Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Ensure tidy work spaces including their desk area Ensure all space outside their classroom is clutter free Pick up any rubbish and place in the dustbin, do not walk past it Ensure all displays are kept in good order Pick up coats and place back on pegs / report to the class teacher Praise/reward/prompt children as required 	<ul style="list-style-type: none"> Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used Use laminate pouches to protect cover/back of book Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. Follow the marking and feedback policy Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime Behaviour		Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> 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. 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, when called, you must line up in your lining up order quickly 		<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in order- in line with school decision on how that order is decided Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we 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. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

BEHAVIOUR CURRICULUM

Embedding the Behaviour Curriculum

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Introduce weekly behavior sprints that focus on Astrea behaviours. Select School Improvers (pupil leaders)	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Sprints	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Sprints	Revisit learning behaviours and expectations - Weekly Sprints Teach routines and expectations explicitly as part of transition activities Announce termly House Point winners
Assembly Themes	Democracy and Mutual Respect (International Day of Democracy), Peace (International Day of Peace), Black History Month, World Mental Health Day, European day of languages	Remembrance, Individual liberty, Guy Fawkes, UK Parliament week, Diwali, International day of disabled persons, Human Rights Day, St Nicholas, Christmas	World Religion Day, Children’s mental health week	Holi, Woman’s History month, International Women’s Day, Neurodiversity week, World Book Day, Ramadan, Easter	Ramadan & Eid-al-fitr, World Environment Day, VE Day	Happiness World Refugee Day, International Day of Friendship, LGBTQ+ month, Roma/traveler month, South Asian heritage month, Eid-al-adha
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law
Safeguarding Curriculum	Mental Health Training Fire Safety y 2-6 Road Safety Y4	Anti – bullying week whole school. Safe touch Y1	Safer Internet Day	First Aid Training Road Safety Day – whole school Y6 Crucial Crew	Staying Safe in the Community: Playing out Staying Safe Conception and birth with school nursing team – Y6	Transition PANTS (NSPCC) KS1 Puberty- body changes Y5 FGM and sensitive issues – Y6
PHSE Curriculum	Being me in my world Votes For Schools	Celebrating difference How do we treat others with respect? Votes For Schools Anti-Bullying Week	Dreams and goals Identifying mental health worries and sources of support Votes For Schools	Healthy Me Taking personal responsibility Exploitation, including ‘county lines’ and gang culture Votes For Schools	Relationships How can we look after each other and the world? Votes For Schools	Changing Me Coping with change Preparing for transition Votes For Schools
PE Curriculum	Swimming & Water Safety – Year 5 Scotty’s Heroes for UKS2 Playground Leaders established After school clubs start		Youth Sport Trust – Diversity in Sport		Show Racism the red card	Swimming & Water Safety
Computing Curriculum	E-Safety rules	Cyberbullying	Staying Safe Online: How to report a concern Safer Internet Day	Saying Safe Staying Safe: Making Friends online Online gaming and gambling Reducing screen time Dangers of online grooming	How to use technology safely, respectfully and responsibly;	Recognise acceptable/unacceptable behaviour;
Wider Community		Police Visit – Talk gangs / Knife Crime (Antibullying Week) Road Safety Week	Children’s mental Health Week NSPCC Visit	International Week World Book day	Swimming and Water Safety	Being Responsible – Looking after the environment

