

Hill View Primary Academy Behaviour Curriculum

2024-2025

'Learning together, growing together'



Reach For The Stars!

The more I can keep a relationship free of judgment and evaluation, the more this will permit the other person to reach the point where he recognizes that the focus of evaluation, the center of responsibility, lies within himself.

Carl Rogers

Introduction

This document is the basis for planning and delivery within each year group for the school behavior curriculum. The key principle of this document is the belief and understanding that behavior is taught and not caught. This means that children should be taught how to behave and follow school expectations. Whilst the behavior policy outlines how behavior is managed, this document outlines how behavior is taught. This enables the establishment of a school culture where pupils and staff flourish.

It outlines the knowledge that should be taught:

- Routines and expectations
- Development of learning pedagogy.

Teachers should ensure that core knowledge is taught progressively so that all pupils know what good behaviour looks like. Some pupils may need additional support to reach the expected standard of behaviour. As stated within the behaviour policy, these children should be identified and offered additional intervention and support. However, as with any curriculum, targets should be developed and build progressively from their starting points. Therefore, individual targets should be developed using this curriculum. The behaviour curriculum defines the expected behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. The behaviour curriculum includes the development of learning pedagogy. As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage inappropriate behaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours

Intent

1. Creation of school culture where staff and children flourish safely and with dignity.
2. All children are aware of what positive behaviour looks like.
3. Enable pupils to be self-reflective of their own behaviours
4. When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

Associated documents

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/behaviour-in-schools-guidance.pdf)
- Improving behaviour in schools- EEF
- Trust/School Behaviour policy
- School RSE curriculum (SCARF)

Academy Values

Our academy values are integral to the development of culture and our behaviour curriculum

- Pupils within our academy will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.
- Every pupil will have the opportunities to expand their horizons, and build the confidence, talents, interests and skills to succeed as they make their way towards the next stage of their learning at secondary school.
- The amount of time pupils spend in education is infinite. We have a responsibility to ensure every moment a pupil is in our Academy, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Our Ethos:



The meaning of our values to our pupils:

At Hill View we follow our core values of 'Aspire, Success, Community, Excellence, Nurture and Trust' which are embedded across every aspect of school life.

ASPIRE - We ASPIRE to challenge ourselves to become who or what we want to be, to set our goals high and aim to exceed them. We aspire to instill creativity and **Individual Liberty** to use what has been mastered across the curriculum to recognise the opportunities and even invent new ideas and ways of working that will enable us to exceed our talents, hopes and dreams

SUCCESS - We try our best in all that we do and take pride in our achievements and those of others. We understand that we need to persevere and be resilient in order to achieve our individual SUCCESSES, even when there are obstacles to challenge us. We understand that learning can be hard, but we never, ever give up.

COMMUNITY- Our community is rooted in **Mutual Respect and Tolerance**, where each unique individual has equal worth and, where possible decisions are shaped through processes that build collaboration, offer opportunities for inclusion and equity, and promote the principles of equality and **Democracy**.

EXCELLENCE- We want to achieve the highest standards possible in how we behave, learn, and present ourselves. We realise that in order to EXCEL we have to make a personal commitment

NURTURE - We care, support and NURTURE each other as unique individuals; in a safe and secure environment. We value everyone for who they are recognising and work to develop the emotional mental health and empathy of each individual whilst valuing any different beliefs and needs

TRUST - We seek to build TRUST through our relationships and community standards, that include respect and loyalty underpinned by just and clear rules and expectations rooted in natural justice that apply equally to all (**Rule of Law**). We will act responsibly, fairly and with integrity, knowing that we can truly depend on one another.

Our school Motto, 'Reach for the Stars!'

Implementation

We implement our intended behaviour curriculum through several deliberate and strategically planned approaches:



Good behaviours are explicitly taught and regularly **revisited** to ensure all pupils understand the expectations of them. The Academy's learning behaviours 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.

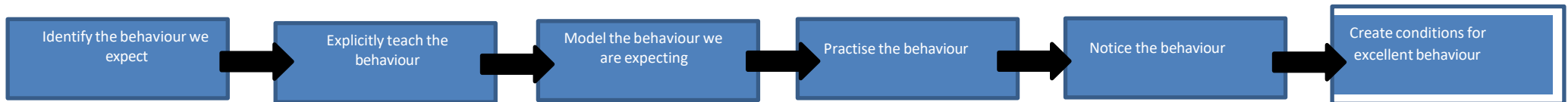
Routines and expectations are taught explicitly across the Autumn term alongside the National Curriculum subjects. This enables routines and expectations to be revisited and to become automatic.

Children should learn the content of the curriculum so that they can recall the information and act upon it.

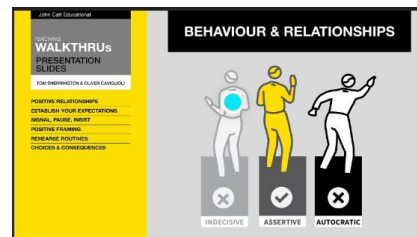
At the start of each term, the academy routines and expectations are revisited with pupils and will continue to be reinforced throughout the year, as with other curriculum content.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice these (particularly in the first few days of term). It is expected that all pupils will know this content.

Process for teaching expectations



Staff within the academy will receive regular training to ensure they understand the expected behaviour and so they are skilled in the process of teaching this.



“Walkthrus” by Tom Sherrington and Oliver Caviglioli are also used to support staff understanding in implementation.

Our three over-arching behaviour principles		
Ready	Respectful	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 take part fully in lessons and try our best to exceed 	<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.


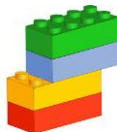

The wider context of curriculum						
Our curriculum comprises of an entire planned educational experience making full use of opportunities for real world learning and application of our behaviour curriculum						
RSE	RE	Educational enrichments: Off-site trips, visitors, memorable days	Pupils as leaders' opportunities for all	Taking part in community events – representing our school	Fundraising and Charity awareness	Computing (including Online Safety)
PSHE	Assembly content	Residential Opportunities	Extra -curricular clubs	Nationally recognised days (e.g. Mental health Week, Anti-Bullying Week)	PE experiences	The Arts


Inclusion

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. Please see below for our Graduated Managed Response.

Graduated Managed Support Related to Individual Need

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 and Social/Emotional 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 and approaches are used to provide additional support and provisions when necessary.

Relational Practice and Regulation Opportunities (for all)	Social and Emotional Interventions (targeted)			Adapted Provisions (targeted)	
<ul style="list-style-type: none">➤ All adults exemplify the behaviour we want to teach the children➤ All adults apply the academy’s Behaviour and Relationship Framework consistently➤ Adults smile and make eye contact with children➤ We talk respectfully and sensitively to pupil’s needs➤ All children are welcomed into school with a specific ‘meet and greet’ gesture in the morning➤ Children have termly opportunity to tell what they ‘Wish My Teacher Knew...’➤ Adults know the unique qualities of the children they work with➤ Adults will give children their time whenever possible➤ Adults openly demonstrate interest and enjoyment in the company and character of the children➤ The school environment provides an emotionally and psychologically safe place to be; it is calm, uncluttered and clean➤ Planned regulation breaks (calmers and energisers) throughout the learning experience➤ The application of the PACE approach (Playful, Acceptance, Curiosity, Empathetic)➤ Active learning opportunities are used to embed learning	<ul style="list-style-type: none">➤ Learning Mentor (1:1)➤ Behaviour Mentor (1:1)➤ Place2Talk Counsellor➤ P2B Counsellor (1:1)➤ Child in Care Mentor➤ ELSA➤ Social Groups➤ Storm Support➤ Therapeutic intervention (Art, Play, Drama) from outside agencies➤ Mental Health Support Team (Referral)➤ CAMHS (referral)➤ Early Help & Family Targeted Support (referral)➤ Mosaic (referral)➤ Dorset Stars (referral)➤ School Nursing Service			<ul style="list-style-type: none">➤ Targeted adult behaviour support in learning➤ Planned individual activity and regulation breaks➤ Check-ins with specific staff➤ Report Cards➤ Behaviour Support	
	Social and Emotional Literacy Interventions (1-1 or small group)				
	ELSA Programmes	Lego Therapy Social groups	Place2Be		
					

Pupils: Expectations and Routines	Respectful Manners	<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.	Uniform	<ul style="list-style-type: none">- Know that we wear full uniform and it is worn correctly - shirts tucked in, ties on straight etc.- Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and put them in the appropriate place.- Know that we can wear a watch and stud earrings - no other jewellery is allowed- Know to wear correct PE kit on PE days and earrings are removed or tape to cover them is brought in from home- Know that any long hair must be tied back	Assembly	<ul style="list-style-type: none">- Know that we line up in register order- 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 kept 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.	Moving around School	<ul style="list-style-type: none">- Know that we walk calmly on the left and never run- Know that we walk in lines one behind the other, facing forward- Know that we leave space between ourselves and others in the line- Know that we keep our hands down by our sides when walking- Know that we remain aware of our own and others' safety when moving through the school building and grounds- Know that we walk around school in silence- 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)	Eating inside (Dining or Classroom)	<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 pick up any food we have spilled on the floor- 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, our cup and leave tidy.- Know that we ask an adult to leave the dining room- Know to line up, ready to leave the room
	Attendance and Punctuality	<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	<p>Ready to Learn</p> <ul style="list-style-type: none">- Know we stop what we are doing when the adult uses a stopping strategy (clapping pattern, adult hand up or instrument) we use Good Listening & eyes towards the adult- Know that we have good sitting posture: Ensure "6 on the floor" (2 feet of pupil and all 4 chair feet.) <p>Tummy Near Table (TNT)</p> <p>Bottoms in the Back of Chair (BBC)</p> 	Transitions	<ul style="list-style-type: none">- Follow the silent transition instruction to move around the classroom:<ul style="list-style-type: none">1 – Get ready (eyes to adult)2 – Stand up3 – Silently move- Know that we tidy the resources and the area we have been in before we move away- Know that we walk to the line sensibly following the 1,2,3 transition- Know that we place chair under the table when leaving seat- Know that when walking around the school, we keep to the left and we walk in single file- Know that we walk quietly around the school so that learning is not disturbed for others	Presentation in Books				
	Communal Areas	<ul style="list-style-type: none">- Know that we are respectful of our learning environments.- Know to take care of displays when lining up – we do not lean against them- Know to place all litter in a dustbin, do not walk past- Know that we pick up coats and give them to the class teacher- Know that our conduct in communal areas is the same as our conduct in the classrooms- Know that we are trusted to 'do the right thing, even when no one is looking' when working independent of an adult in a communal area- Know that we have collective responsibility to treat communal areas with respect; let an adult know if the communal areas are not being respected or if they have been left in a manner that does not meet our expectation	<ul style="list-style-type: none">- We are punctual to class- Know how to be ready for the lesson e.g., had a drink, toilet break etc.- Know that we treat equipment appropriately and with respect so that our resources are ready to help us- We keep our workspaces and resources tidy (before, during & after learning))	Behaviour Outside School	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none">- Each piece of work should have a date & learning intention- Learning intentions slips should be stuck in by the child from Year 1 and children should be encouraged to write the short date. In KS2 children write their learning intentions on the grids and the long or short date, depending on subject (underlined with a pencil and ruler)- A line should be left under the learning intention before the work is begun.- Start writing at the margin and write from left to right across the page.- Paragraph spaces should be used as soon as the pupils are confident to do so.- Children should correct any mistakes by using a pencil and putting one RULED line neatly through a word and the correction written above it.- When answering questions, the responses must be numbered and numbers written in the margin.- Before starting the next day's work, children should rule off. Children should start a new page if there are less than 3 lines left.- Pupils will be asked to re-write messy work not conforming to the above standards. This will be picked up through the marking policy- <i>V- Presentation- Rewrite</i> and the child will write it underneath.- In the case of other messy work e.g. completion of a worksheet the child will be asked to re-write it and it will then be stuck over the messy work.- Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil- We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.					
	Playtime Behaviour	<ul style="list-style-type: none">- Know that you must walk from your classroom to the playground.- Know that you must play safely without hurting anyone. (Kind hands & kind feet)- Know that we do not 'play fight' because we may hurt someone by accident or become angry- 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 the bell is rung that you must 1) put down equipment, stop talking and stand still and 2) walk quickly and quietly to the line, putting the equipment away sensibly on your way.- Know that if there is not an adult outside, then we go back to class quietly								

Behaviour Curriculum: Routines and expectations established across the autumn term. Aspects are revisited termly

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Behaviour Bootcamp! Day 1 – Being respectful, responsible and safe. Day 2- Learning Behaviours Day 3- Lunchtime / playtime expectations and routines. Day 4 – What is good walking and why do we do it? Day 5 – Manners around school.</p> <p><u>Weekly focus Autumn 1:</u> 1. Behaviour Bootcamp! 2. Arriving at school / leaving at the end of the day 3. Transitioning within a lesson and at the end of a lesson 4. Good Listening 5. Playtime Behaviour 6. Lunchtimes 7. Reflections on excellent behaviours and improvement to behaviours over the half term.</p>	<p>Revision of Routines and Expectations Teachers to recap Autumn 1 as necessary.</p> <p><u>Weekly focus Autumn 2:</u> 1. Learning behaviours recap 2. School trips and visits 3. Keeping school tidy 4. Reflections on excellent behaviours and improvement to behaviours over the half term.</p>	<p>Behaviour Reboot! Week 1 – Being respectful, responsible and safe. Week 2-Learning Behaviours Week 3- Lunchtime / playtime routines and expectations Week 4 – What is good walking and why do we do it? Week 5 – Manners around school</p> <p><u>Weekly focus Spring 1:</u> 1. Valuing differences 2. What does obvious kindness look like? 3. How can we put things right? 4. Being responsible 5. Being respectful 6. Being safe - lunchtimes, playtimes & transitions 7. Reflections on excellent behaviours and improvement to behaviours over the half term.</p> <p>Attendance Celebration</p>	<p>Revision of Routines and Expectations Teachers to recap as necessary.</p> <p><u>Weekly focus Spring 2:</u> 1. Learning behaviours recap 2. School trips and visits 3. Keeping school tidy 4. Reflections on excellent behaviours and improvement to behaviours over the half term.</p> <p>Reflections on excellent behaviours and improvement to behaviours over the half term.</p>	<p>Behaviour Reboot! Week 1 – Being respectful, responsible and safe. Week 2-Learning Behaviours Week 3- Lunchtime / playtime routines and expectations Week 4 – What is good walking and why do we do it? Week 5 – Manners around school</p> <p><u>Weekly focus Summer 1:</u> 1. Learning behaviours recap 2. School trips and visits 3. Keeping school tidy 4. Reflections on excellent behaviours and improvement to behaviours over the half term.</p>	<p>Revision of Routines and Expectations Teachers to recap as necessary.</p> <p><u>Weekly focus Summer 2:</u> 1. Learning behaviours recap 2. School trips and visits 3. Keeping school tidy 4. Reflections on excellent behaviours and improvement to behaviours over the half term.</p> <p>Celebration of excellent behaviours and improvement to behaviours. Attendance Celebration</p>

Please note: SLT will monitor all behaviours. Assemblies and staff bulletin will be informed by above

The RSE curriculum, outlines more taught aspects related to safety.

Pupils are taught about: Health, Physical, Social, Emotional well-being, Online Safety, Anti-Bullying/Protected Characteristics, RSHE/Consent and Healthy Relationships

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Values Focus	ASCENT	Aspire/ Success/Excellence	Community/Nurture/Trust	Aspire/Success/Excellence	Community/Nurture/Trust	ASCENT
British Values	Mutual tolerance and respect Individual Liberty Rule of Law Democracy	Mutual tolerance and respect Individual Liberty Rule of Law Democracy	Mutual tolerance and respect Individual Liberty Rule of Law Democracy	Mutual tolerance and respect Individual Liberty Rule of Law Democracy	Mutual tolerance and respect Individual Liberty Rule of Law Democracy	Mutual tolerance and respect Individual Liberty Rule of Law Democracy
Assembly Themes	Class Name Role Models Black History month	Remembrance Day Anti-bullying week Human Rights Day	Random acts of kindness LGBTQ+ History month	International Woman's Day Young Carers Day	World Earth Day	World Environment day Road Safety
PSHE Curriculum	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
PE Curriculum	Personal Skills Sports Ambassadors start – Thinking skills Emotional Intelligence Before/ After school and Lunch clubs start Yr4 swimming	Thinking skills Emotional Intelligence Yr4 swimming	Thinking skills Emotional Intelligence Yr4 swimming	Thinking skills Emotional Intelligence	Thinking skills Emotional Intelligence Y5 catchup swimming	Thinking skills Emotional Intelligence Yr6 catchup swimming Sports Days
Computing Curriculum	Online Safety	Online Safety	Online Safety Safer internet day	Online Safety Pupil Voice	Online Safety	Online Safety
Wider Community	Harvest Festival – Foodbank collection. Macmillan coffee morning Christmas Toy Appeal – Salvation Army Mental Health Day	Children in Need Remembrance European Languages Day Bournemouth Pavilion Choir Church Visits KS2	Children's Mental Health week NSPCC Number Day	British Science Week World Book Day	Road Safety Year 4 Residential	RNLI fundraiser Year 6 Residential Arts Week Hill View's Got Talent Year 6 Celebration
Pupils as Leaders Roles	Yr6 Ambassadors	Place2Be Ambassadors	School Council	Sports Ambassadors	Reading Ambassadors	
	Digital Leaders	Year 5 & 6 Lunchtime Ambassadors	Green Team	Arts Ambassadors	Class Monitors (various)	

All Year 6 pupils have a key responsibility either class, year group or whole school wide including librarians, site assistants and office assistants