

Leyland St James CE Primary School

Character and Behaviour Curriculum

Our Vision for Behaviour:

At Leyland St James, we want our pupils to become well-rounded, well-mannered and confident individuals who are kind, respectful and care for the world in which they live.

We believe that pupils need to know how to act and how to behave to be successful in life. They need to be taught the kind of behaviour and manners expected in different situations so that they are well prepared for the next stage of their journey and can converse with all members of society.



Our Behaviour Key Principles (taken from Tom Bennett's 'Running the Room', Paul Dix 'When the Adults Change Everything Changes' and EEF recommendations for Improving Behaviour in Schools):

- ❖ Teach, not tell, children how to behave
- ❖ Ensure all adults are calm, consistent and fair in their response to behaviour
- ❖ Make it easy for pupils to behave by having clear and concise expectations, routines, rewards and consequences that everyone follows
- ❖ Focus explicitly on positive behaviour: recognise, describe and explain what we want to see
- ❖ Adapt our approaches, where needed, for specific pupils with additional needs.

The teaching of the curriculum:

We believe that, in order for pupils to behave, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. This process of teaching behaviour will be highly visible i.e. 'Every lesson – Every day'.

The classroom is where pupils spend more than 70% of their time in school (as opposed to approximately 1.4% of their time in assembly). Messages about behaviour can be delivered centrally but need to be practised and reinforced at every opportunity, including lessons, breaks and other unstructured times during the school day.

Our Character and Behaviour Curriculum is based on research from Tom Bennett, Paul Dix and EEF recommendations for Behaviour in Schools. Pupils can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that.

The process for teaching behaviour is as follow:

- CREATE the conditions
- IDENTIFY the behaviour we expect
- MODEL the behaviour we are expecting
- TEACH the pupils how to behave well
- PRACTICE makes perfect
- RETEACH where needed

With this in mind, our behaviour curriculum is explicitly taught and revisited so that pupils develop exemplary habits and behaviours which will have a long-lasting impact. We have three focussed character and behaviour curriculum areas each week –core routines, manners, expectations throughout the school day. Please see the overview below:

Half Term	Core Routine	Manners Focus	Behaviour weekly focus
Each half term weekly focus	Week 1: How we gain attention Week 2: How we transition Week 3: How we sit Week 4: How we enter school after playtime/lunchtime Week 5: How we talk Week 6: How we listen	Week 1: Greetings Week 2: Saying please, thank you and pardon Week 3: Holding doors open Week 4: Having an awareness of others Week 5: Table manners Week 6: Focus from monitoring	Week 1: Start of the day Week 2: In the classroom Week 3: Playtimes Week 4: Dining Hall Week 5: Moving around school Week 6: End of the day

Our school rules are:

1. We learn with PURPOSE
2. We are kind and RESPECTFUL
3. We listen and follow INSTRUCTIONS
4. We DEVELOP through resilience
5. We care for our ENVIRONMENT



Start of the day

Pupils will...

☒ Getting to school:

- Be on time for school.
- Greet members of staff who welcome you to school.
- Walk through the doors and go straight to your classroom.

☒ Cloakroom:

- Put your things away quickly and carefully in the cloakroom.
- Keep the cloakroom tidy for everyone.

☒ In the classroom:

- Go into your classroom calmly and quietly.
- Say “Good morning” to your friends and teachers.
- Find your seat and start your morning task.



In the classroom

Pupils will...

✓ Getting ready for learning:

- Settle down quickly and quietly so you're ready to start.
- Get the equipment you need when your teacher asks.
- Stay in your place unless your teacher tells you to move.
- Keep your working space tidy and clear.

✓ Listening and joining in:

- Listen carefully and join in by sitting up straight and looking at your teacher (STAR).
- Follow your teacher's instructions the first time e.g. silent signal.
- When teacher holds up hand, put everything down, look at the teacher and remain silent.
- Show respect by listening, using kind words, and following instructions from your teacher and friends.

✓ Doing your best:

- Always try your best with your work.
- Remember, it's okay to make mistakes – that's how we learn!
- Ask for help if you need it.
- Always ask before leaving the classroom.

✓ Helping in class:

- Help keep your classroom tidy and make sure things are off the floor.
- Talk nicely and kindly to everyone.

✓ Lining Up:

- Make sure you stand in line order.
- Follow the teacher's signal: 1 - stand behind chairs. 2 – line up, 3 – walk to designated area.
- Remain silent in the line.



Playtimes

Pupils will...

☒ **Moving around and using equipment:**

- Walk safely to and from the playground.
- Share toys and equipment.
- Play with school equipment sensibly.
- Speak to members of staff with a calm voice and with manners.

☒ **Taking care of the environment:**

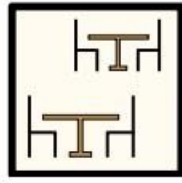
- Put rubbish in the bin.
- Look after the plants and trees.
- Keep toilets clean and only use them properly (no playing or eating in there).
- Keep the playground and school tidy.

☒ **Looking after each other:**

- Show respect by listening carefully, using kind words, and following adults' instructions.
- Share and take turns.
- Play nicely with others, giving them personal space.
- If you need help, ask an adult.

☒ **Lining up and responding to signals:**

- At the first signal, raise hand, stop talking, stand still.
- When it's your turn, walk sensibly and quietly to your line and to meet your teacher.
- Walk silently into school and to your classroom.
- Sit down sensibly in your place.



In the dining hall

Pupils will...

☒ Moving around the hall:

- Walk sensibly to and from the hall
- Walk sensibly in the hall.
- Stay in your seat once sat down.

☒ Talking and eating:

- Use an inside voice and only talk to the people on your table.
- Use good table manners (like using your knife and fork properly).
- Say “please” and “thank you”
- Only eat and touch your own food.

☒ Getting your lunch:

- Line up quietly and sensibly, in the order you have walked in the hall.
- Collect your tray and utensils
- If you need help, put your hand up for an adult.
- Sit down at the table.

☒ Tidying up:

- When you’ve finished eating, clear your tray.
- Make sure you take all lunch box rubbish home.

☒ Listening and moving on:

- When an adult puts their hand up, stop straight away, put your hand up, stay silent and listen.
- When you have finished your lunch and cleared your things, walk outside sensibly onto the playground.



Moving around school

Pupils will...

☒ Moving around school:

- Walk calmly and quietly.
- Keep in a single file line, in order, with your adults at the front.
- Listen and wait for your adult to tell you what to do.
- Stay calm and quiet in the line.
- Go straight back to class after going to the toilet/ doing a job.

☒ Being kind and helpful:

- Hold doors open for others, including adults.
- The front two children in the line can hold doors open for everyone.
- Greet others with a smile or a "hello."

☒ Taking care of our school:

- Pick up any rubbish you see and put it in the bin.
- Turn off lights when you leave a room.



End of day routines

Pupils will...

✓ Looking after belongings:

- Collect your things quickly, calmly and sensibly.
- Make sure you take everything with you when you leave.
- If you lose something, try to find it.

✓ Tidying up:

- Help tidy up the whole classroom, not just your own space.
- Pick up pens and other things off the floor before the cleaners come.
- Clear your workspace and leave it tidy.
- At the end of the day, help stack the chairs.

✓ Moving around safely:

- Line up quietly and sensibly.
- Wait for your adult to tell you when to leave the classroom.
- Stay with your adult once you've been collected.
- Don't go back into school without telling an adult.
- Leave the school site promptly.

Adaptations for pupils needing additional support

- Behaviours broken down into smaller steps of learning eg. Lining up in rows
- Additional adult support for pupils
- Behaviour plans and reward charts with clear targets
- Visual prompts and aids such as now and next boards
- Own workspace, away from distractions
- Planned time away from the classroom for a movement break or other brain break.
- Daily social stories to support learning the morning routine and expected behaviours
- Additional practice timetabled in for pupils e.g. scaffolded play situations in a small group with an adult
- Positive play for children who need adult support in learning how to ask to play, to play and to share, turn take etc (positive play is also for children who find the playground overwhelming and is a safe space for them).
- Additional adult support for pupils on the playground to mediate and structure play with peers
- Separate playtimes or play areas for pupils who need the space but not the other children around them.
- Daily social stories to support learning the expected behaviours of the playground
- Pastoral
- /or social skills intervention
- Support from a playground buddy

Core Routine Definition:	What should we see/ hear?	Teacher scripts:
1. How we gain attention - Teacher raises hand and waits - Children raise hand and wait - When silent and 100% attention gained, teacher puts hand down and gives next instruction	- Children stop immediately - Bodies still - Eyes in the direction of the speaker - Hands empty and raised - Silence	"I need 100%." "Eyes this way." "Hands still, voices off." "We are waiting for everyone to be ready." "Thank you for..." "Just a reminder that.." "I like how..."
2. How we transition From carpet to table: Using silent signal 1,2,3. 1 – children stand up 2 – children go to places 3 – children sit down From table to line: Using silent signal 1,2,3. 1 – children stand up and tuck in chairs 2 – children go line	-Silence - Single file lines - calm walking - personal space - children facing forward - quiet footsteps	"Walk calmly." "Single file." "Face forwards." "Remember, 1/ 2/3 means..." "Thank you for..." "Just a reminder that.." "I like how..."

3 – children exit classroom From worship to class: Using silent signal 1,2,3. 1 – children stand up 2 – children face the way they are going 3 – children walk to class		
3. How we sit Teacher says STAR sitting S – sit up T – track the speaker A – Ask and/ or answer questions R - respond	- Feet on the floor - chairs tucked in - Silence - Turning heads towards the speaker - Active participation when appropriate	“Show me STAR sitting.” “Feet on the floor.” “Track the speaker.” “Chairs tucked in.” “Thank you for...” “Just a reminder that..” “I like how...”
4. How we enter school after playtime/ lunchtime:	- Pupils walking sensibly and quietly to the line - One behind the other	“1.Remember to walk silently in to school.” “I like how...”

- Whistle 1: Teachers raises hand - Child raises hand and stands still - Whistle 2: Teacher signals for children to walk to lines - Teachers collect from line up points - Walk silently back to class	- Teacher in position on playground - Pupils walking silently into school and classroom	“Thank you for...” “One behind the other.” “Just a reminder that...”
5. How we talk Teacher says turn and talk and starts with either partner A or B. Children turn towards their partner and correct partner starts. Other partner listens	Children facing the speaker, confident posture, respectful body language	“Use full sentences.” “Take turns.” “Speak respectfully.” “Use a calm voice.” “Partner A starts.” “Eyes towards the speaker.” “Thank you for...” “Just a reminder that..” “I like how...”
6. How we listen 1. Look towards the person who is speaking 2. Remain silent whilst the other person is speaking 3. Think about what the person is saying 4. Get ready to respond appropriately	- Eyes towards speaker - One person speaking at once - Silent reactions to speaker e.g. nodding - A response that is linked to what the original person is saying	“Show me listening... thank you.” “One voice at a time.” “Let’s show respect by listening with our ears.” “Thank you for...” “Just a reminder that..” “I like how...”

Manners Matters Focus:	What should we see/ hear?	Teacher scripts:
Greetings	- Say an appropriate greeting such as good morning/afternoon/hello - Eyes towards the person you are speaking to - Smile - Answer a question - Ask a question	"Good morning...how are you today?" "Remember to answer when someone says..." "Thank you for..." "I like how you..." "Such good/ lovely manners"
Saying please, thank you, and pardon	- Children using please when asking for something - Children using thank you when something is provided - Children using pardon when they want something to be repeated	"Remember to say...when..." "Thank you for..." "I like how you..." "What should you say if..." "Such good/ lovely manners"
Holding doors open	- Children holding doors open when others are close by/ walking through at the same time - Children being thanked for holding open doors - Children saying 'after you'	"Thank you for..." "I like how you..." "Such good/ lovely manners" "What could you/ should you do?"

Awareness of others	- Children stopping to let others through - Having respect for each others personal space - Children having an emotional awareness of others e.g. noticing when someone is sad and responding with kindness.	"Thank you for..." "How could you help when..." "How do you think... is feeling?" "What could you do to make them feel better?" "I like how you..." "Remember to..." "Such good/ lovely manners"
Table manners	- Children sitting sensibly in the hall - Children using knife/fork/spoon - Children letting an adult know/ helping to pick up something they've spilt/dropped - Leaving their space tidy and clean after eating - Chewing with mouth closed - Saying thank you when being given water - Not touching other people's food	"Well done for..." "Thank you for..." "Remember to..." "I like how you..." "Such good/ lovely manners"