

Behaviour curriculum in a nutshell

Arriving at school at the beginning of the day

- I arrive on time to school.
- I walk calmly to my classroom.
- I greet staff with a smile and a 'good morning'.
- I put my personal belongings in the correct place.
- I know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- I sit down in my seat as soon as I have entered the classroom and begin the morning task.

I will show **Fantastic Listening** in class.

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others



WHY? To ensure everybody is able to learn without distractions.

Around school I will show **Fantastic Walking**:

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

WHY? To make sure the learning of other children is not disrupted as people move around school.

When I put my hand up I am ready to show **Fantastic Contributing**:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said



When I see the **Silent Signal** I will:

- **S** - Sit or stand up straight
- **T** - Track the teacher
- **A** - Attention at all times
- **R** - Respect towards others



Using good manners

I always say '**please**' when I am asking for something.
I always say '**thank you**' when I receive something or someone does something nice for me.
I say 'Good morning/afternoon' to adults if spoken to.
I know that it is important to show **gratitude** to others by thanking people for what they have done for me.
I know that a calm and polite tone is respectful.

Step	Approach
1	A reminder of expectations and rules
2	A verbal warning (x2)
3	Time out in own class
4	Time out in partner class and or reflection time in during break or dinner
5	Further verbal warning
6	Head Teacher or SLT to become involved if the situation continues to escalate
7	If <u>behaviour</u> continues to escalate after following the above a meeting with parents and Headteacher