



Working together to be the best that we can be

Behaviour Curriculum 2023~2024

At Russells Hall, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this process. Our behaviour curriculum defines the behaviours and habits that we expect our pupils to demonstrate; we want exemplary behaviour to be the expectation. Offering children, a set of rules to children is simply telling children to behave, but not teaching them how to achieve success. Being 'well behaved' is a combination of skills, aptitudes, habits and values that can and need to be taught alongside the rest of the school curriculum. These can be and should be taught explicitly.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments, which children and young people want to attend, and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.
(Behaviour in Schools Guidance, 2022)

Teaching the Behaviour Curriculum

As Tom Bennett describes in 'Running the Room', the process for teaching behaviour explicitly is as follows:

- Identify the routines that you want to see
- Communicate in detail your expectations
- Practise the routines until everyone can do them
- Reinforce, maintain and patrol the routines constantly

Our Approach

Our behaviour curriculum is taught during the **first two weeks** of the school year – our *Create a Culture Days*, alongside the traditional curriculum. During this time, we teach the children what we agree to be outstanding behaviour through clear expectations and routines, making sure opportunities to practise, rehearse and refine behaviour are plentiful. Children learn the content of the curriculum so that they can recall the information and act upon it.

At the start of **each half term**, the Behaviour Curriculum is revisited with pupils and continues to be reinforced throughout the school year. As with other curriculum content, this is taught using explicit teaching based on the Principles of Instruction from Rosenshine and Willingham's ideas about memory. Children will improve their confidence and fluency of behaviour routines by engaging in specific and regular practice during which routines are revisited and reinforced. For example, our lining up routines are taught in the classroom but then practised and reinforced in different locations and at different times throughout the school day. All children from the youngest to the oldest all hear the same messages.

It is essential that all staff know the details of this curriculum, teach it explicitly and with fidelity to ensure we consistently and continuously maintain the high standards we set. By doing so, we support one another to create a culture where pupils feel safe and can give their absolute best attention to learning in an optimised environment.

Good behaviour takes constant effort. It's an act of maintenance, an act of constant creation.
It only exists as long as you put in the effort...our job is keeping the train on the tracks.

Adaptions

Our Behaviour Curriculum is designed to be accessible for all pupils, and whilst it might be applied differently in different year groups depending on pupils' ages, it is relevant for the youngest children to the oldest in school. Necessary curriculum adjustments are made to suit the needs of all children including those with SEND and other additional needs – for example, some of our pupils may find it difficult to maintain eye contact when in conversation with peers or adults so this would not be an expectation. We want every child to have the best chance of success, so sensitivity must be applied at all times when teaching and revisiting the behaviour curriculum.

Behaviour Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACH	Create a Culture Days Classroom Routines Threshold Do Now SLANT Silent Signals Around School Wonderful Walking Break routines (beginning and end)	Routines & Expectations Ongoing retrieval, review and revision of content. Teachers to recap as necessary. SLT to identify any areas that need development.	Behaviour Reboot Explicit teaching of routines and expectations covered in Autumn 1, along with any additions identified through learning walks and consultation with Pupil Parliament.	Routines & Expectations Ongoing retrieval, review and revision of content. Teachers to recap as necessary. SLT to identify any areas that need development.	Behaviour Reboot Explicit teaching of routines and expectations covered in Autumn 1, along with any additions identified through learning walks and consultation with Pupil Parliament.	Routines & Expectations Ongoing retrieval, review and revision of content. Teachers to recap as necessary. SLT to identify any areas that need development.
APPROACH	❖ Scripts for core routines ❖ Introduce rules and expectations through explanation, demonstration and prompt – utilise the gradual release of responsibility (I do, we do, you do) ❖ Scaffolds provided for individuals and younger classes – expectations remain high and consistent but enable all to succeed ❖ Regular opportunities for guided practice and independent practice ❖ Explanations provided for why we have our routines and expectations ❖ Routines delivered in small steps with precise examples and non-examples when appropriate ❖ Ongoing retrieval and revision opportunities during which children can ask questions and teachers can check for understanding ❖ Regular review of agreed rules, routines and expectations involving both adults and children to identify highest leverage action					
FOUNDATIONS	Know that we have three core rules that are the foundation for our behaviour curriculum: ❖ Be Ready (so that we can maximise learning) ❖ Be Respectful (to show we care for and value ourselves and others) ❖ Be Safe (so that we don't hurt ourselves or others and can learn in a safe space) Pupils should be able to provide examples of what these rules look like in action around school and in classrooms and be able to explain the reasons why we have these high expectations for everyone:					
EXAMPLES	Ready Arrive on time to lessons Enter the classroom calmly Have your equipment ready Keep your workspace and classroom tidy Use breaks to use the toilet Follow teacher instructions		Respectful Wonderful walking in the corridors Respect that others have the right to learn Say good morning and good afternoon Say please and thank you Hold doors open for others Speak kindly to others Value differences Look after school property		Safe Walk at all times in the corridors Sit sensibly in the classroom Use equipment correctly Play following our OPAL rules Use calm and respectful tones when we communicate	

Russells Hall
Routines and Expectations for ALL

<i>In our classrooms, you will see us:</i> ❖ Using SLANT ❖ Starting tasks as soon as we enter the classroom ❖ Ensuring we are prepared for and ready to learn ❖ Keeping our desks clutter free ❖ Staying on task ❖ Taking pride in the presentation of our work ❖ Respecting our classroom environment and using equipment respectfully ❖ Taking part in discussions ❖ Showing an interest in the ideas of others <i>You won't see us...</i> ❖ Swinging on chairs ❖ Calling out ❖ Talking whilst the teacher or our peers are speaking ❖ Preventing others from learning by causing disruption	<i>When playing outside, you will see us:</i> ❖ Following our OPAL rules ❖ Treating others with kindness ❖ Agreeing rules for our play ❖ Demonstrating respect to all peers and staff ❖ Taking part in different activities ❖ Making sure everyone feels included and valued ❖ Using the 'Five Minute Warning' to prepare for the end of lunchtime ❖ Speaking to the adults who can help if things go wrong ❖ Moving to our meeting zones at the end of breaks ❖ Treating our environment and equipment with respect <i>You won't see us...</i> ❖ Using unkind words or inappropriate language ❖ Going indoors to run around ❖ Behaving in ways that may upset others ❖ Damaging equipment
<i>In the dinner hall you will see us:</i> ❖ Wonderful walking ❖ Waiting patiently to be called to collect our meals ❖ Lining up quietly, standing straight and keeping hands by our sides ❖ Remembering our manners ❖ Using quiet voices ❖ Carrying trays sensibly ❖ Using our knives and forks ❖ Clearing our tables <i>You won't see us...</i> ❖ Getting out of our seats when we don't need to ❖ Running ❖ Being silly ❖ Shouting or talking loudly	<i>When moving around school, you will see us:</i> ❖ Wonderful walking in our special order <i>(walking to the left, eyes forward, hands by sides, silence)</i> ❖ Holding doors open – letting others through a doorway before walking through yourself ❖ Greeting people politely - saying 'Good Morning' or 'Good Afternoon' ❖ Using eye contact when somebody is talking to you ❖ Using 'please' when asking for something ❖ Showing gratitude when somebody does something for you ❖ Standing aside to let people pass ❖ Saying 'Excuse me' if someone is in our way ❖ Being mindful of other learners around us ❖ Going back to our classrooms as soon as possible <i>You won't see or hear us....</i> ❖ Talking loudly ❖ Damaging displays ❖ Running ❖ Wandering around

