Clayton St John CE - Behaviour Curriculum 2024-25

Aims

- To create a consistent approach to behaviour inside the classroom.
- To create a consistent approach to behaviour during transition times, in the playground, the dining hall, worship and corridors.
- To improve learning behaviours resulting in increasingly accurate, well-presented work and more pupils working at age-related expectations.

One of the core duties of the classroom teacher is to consciously, explicitly teach children how to behave. This should be done with as much care and effort as any academic curriculum. Because it is a curriculum: the conduct curriculum. It will not be learned automatically and it is not self-taught. The vast majority of children are not autodidacts who, like Buddha, sit under the Bodhi tree and work out the secrets of the universe. They will not, by themselves, invent civility and self-regulation and manners and determination and kindness. These often have to be deliberately taught in a structured and continuous way by somebody. That means us.

Tom Bennett - *Running the Room*

Summary: routines are the building blocks of the classroom culture. Routine behaviour must be taught not told.

High expectations:

How to have sincerely high standards

This is why, if you sincerely want to embody high expectations and communicate them to your classes, you should:

- *Have a clear, verbalised, explicit grasp of what your standards actually are. This is the beginning of it all. If your standards aren't clear to you, then they'll be positively cryptic for everyone else.*
- *Watch other teachers a lot.* ***A lot.*** *It's important to calibrate your own expectations against those of people around you, to get a sense of whether you are strict or not, kind or not, generous or not. It may be that you are the easiest teacher in your whole school, although you may imagine yourself to be somewhere between Miss Jean Brodie and Severus Snape.*

- *Challenge any and all behaviour that crosses your boundaries. This is much harder than we think. We let things slide all the time, and we adjust our expectations rapidly – usually downwards.*
- *Check in on your own behaviour from time to time. Am I letting things slide that I used to jump on? Or am I jumping on things I used to let slide? What did I ask them to do at the start of the year? Are they still doing it? If not, how am I responding? Have I taught them to misbehave? You can do this by asking some of the mature children what they think of your teaching now as opposed to then. Or watch yourself teach.*

Bennett, Tom. Running the Room:

Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practice doing them with students so they roll like clockwork. Doug Lemov

Classroom Routines

Teachers collaborate with their year group colleague to decide on the routines. Cover supervisors and HLTAs need to know these routines so that they can operate them e.g.

- answering / asking questions
- transitions from one activity to another
- toilet breaks
- stopping the class
- collecting and distributing equipment and exercise books
- what to do when you need help
- volume of voices / classroom noise
- writing - how pages are organised / how stick-ins are stuck in
- procedure if you finish work early
- duties in class etc.

Teach behaviour - don't tell

Structure of lessons (based on Rosenshine's 10 principles)

1. begin the lesson with a recap of previous learning - check that the pupils remember what you have taught them previously including the understanding that following behaviour norms keeps everyone safe and helps everyone to learn
2. Present the new material in small steps - a few new points to practice and remember
3. Ask questions to all pupils - *we do* - can the pupils recall the new information?
4. Provide models - show them what you want them to do
5. Practice the new material - get the pupils to work through the steps until they have it
6. Correct errors and make sure that they understand why this behaviour is being taught
7. Obtain a high success rate - make sure that everyone is clear and is complying
8. Provide scaffolds for difficult tasks - for pupils who find compliance more difficult 1-1 rehearsal

9. Independent practice - overlearning until it is a habit
10. Monthly / weekly reviews - keep building on this lesson adding in more steps until it is complete

… because the kind of behaviour we need from children in order that they may flourish is frequently less easy to perform than its alternatives. It is harder to focus than to daydream. It is harder to write than to relax. It is harder to wait your turn than to take your turn when you feel like it, and so on. It takes some time for children to become used to not doing these things, and to a large extent, this book is about teaching children to do so. Behaviour often flows like water, down the easiest path, unless energy is invested in an alternative.
Tom Bennett

The first two weeks of the new school year are focused on teaching behaviour norms and establishing the classroom culture.

Entry to the school

- Pupils are always supervised by an adult on entry to the school.
- There is always and adult in the cloakroom to supervise hanging up coats and bags.
- Voices are off in the cloakroom.
- Pupils move in single file around the cloakroom - they wait patiently for the child in front to hang up their belongings. Pegs are arranged to make this process as simple as possible.
- Where entry is through the classroom, lunchboxes are put on the trolley and coats removed prior to entry to the cloakroom.

Entry to the classroom

- Teachers are always ready to supervise the pupils before they enter the school building.
- Teachers stand at their classroom door ready to welcome their pupils. Pupils line up outside the classroom until the whole class is ready. Pupils do not enter the classroom until the teacher welcomes them in.
- There is always something to do as soon as the pupils enter the classroom.
- Pupils have a clear, practiced routine for putting their belongings away. Teachers make sure that trays etc. are well organised around the classroom to prevent over-crowding in any part of the classroom.
- Teachers supervise this part of the day from the front of the room. Support staff pick up any issues from pupils or parents to prevent the teacher being distracted.

Being ready for Learning

- Pupils have clear, practised routines for handing out and taking in exercise books.
- Exercise books are always piled and kept neatly and tidily; no-one writes on the cover of a book; exercise books are always labelled (teachers prepare additional sets of labels at the beginning of the year); no-one bends the cover of an exercise book or folds it back.
- Pupils always have 2-sharpened pencils ready on their table. Books are open, dates and titles written prior to the teacher input. No-one needs to leave their place once independent work has begun.

- Pupils use pens for writing from Y4, as soon as their handwriting is neat and correctly formed.

Dismissing the class at the end of sessions

- The classroom must be tidy - classroom routine
- There must be an adult in the cloakroom before the children leave the classroom
- Everyone leaves the classroom at the same time - classroom routine
- The teacher is ready at the door to dismiss the pupils safely
- If a teacher is holding a child back for any reason, they supervise the others and come back to deal with the child

Moving through the school

- We maintain 'quiet corridors' - pupils do not talk as they move through corridors.
- Pupils always move in single file along corridors. Pupils stop at key points e.g. before a turn in the corridor, at the top of the steps etc. and wait for their adult to catch up. Adults 'thread' the line in front of them so as to maintain supervision of the whole class.
- Pupils have 'smart hands' as they walk along the corridor - hands clasped in front of them or behind. This prevents any pushing or handling as they walk.
- Pupils always stand up straight - they never lean on walls or furniture along the corridor. They never touch other pupils as they walk.

Entering the Worship hall

- The worship song is sung as the children enter the hall. Each class makes a single line across the width of the hall. The teacher walks along checking that the line is straight and that the pupils are well spaced. Pupils face the front and join in the song.
- At the end of the song, the Worship leader welcomes the children - '*Good Morning Clayton St Johns'* - '*Good morning Mrs XXX'* They are asked to sit down after the greeting. Pupils sit down in silence.
- Their teacher sits at the end of the row and supervises their class' behaviour throughout.
- Everyone is invited to pray; all show respect during prayer by bowing heads.
- Pupils file out of Worship as we listen to music or poetry. There is no talking at this time.

Dining room behaviour

- Pupils use knives and forks (we may have to teach this!) They sit with friends and talk in table voices.
- If it gets too loud, the adult raises their hand, pupils copy and stop.
- When they have finished their lunch, pupils scrape and tidy before lining up along the wall; quiet talk. When the line is long enough, an adult 'shuttles' the pupils to their playground. Corridor behaviour is maintained.

Good Manners

- Pupils hold doors open for others - they are always thanked for this.
- Pupils say 'please' and 'thank you' in the kitchen when they take their lunch.
- All adults and pupils use the name of the person they are addressing.

MAKING ROUTINES ROUTINE The one part that many teachers get wrong is not making their routines routine. This means doing something maybe once, or twice, or a few times, but not making sure that you reinforce the behaviour you want constantly, over and over. That's the difference between a good try and a successful system.
Bennett, Tom. Running the Room

Build habits not behaviour - the idea is to make desired behaviours automatic so that they are habitual; the pupil doesn't need to think about walking in the corridor - it is their habit.

Scripts - it is useful to have the right words and responses ready to meet some of the most common issues that occur. They help to maintain the values of the school.
Long lectures are counterproductive.

***Always refer to our 'Be Ready Rules'**
Be kind
Be Safe
Be Respectful
Be your Best

- A child shouts out an answer when you have directed a question to another
    - Do not draw attention to the child's shout out; look for a child ready to answer. Deal with the shout out with a non-verbal signal or deal with it by speaking to the child during break.

- A child talks in the line
    - Send the child to the back of the line - break up the group that was talking.

- A child enters the classroom loudly
    - Send them back to show you that they know how they should enter the classroom - quietly, without interrupting any of their classmates.

- A child is running inside school
    - Describe the behaviour you want - '*Always walk inside school.'* Send the child back immediately to repeat the task. It is most effective to get the child to correct the behaviour in the moment.

- A child is inappropriately familiar or makes an over-familiar remark - *'Hiya!'*
    - *'Remember that we always show respect to other people. Please say good morning when you greet adults in school.'*

- You see a child breaking a rule and they deny it
    - *'I have heard what you are saying but, in this school, we take responsibility for our actions'*

- Someone's work is untidy or inaccurate
    - Child repeats the work to the right standard. Writes work again on a separate piece of paper to stick over.

- Someone isn't listening in class
    - Use a non-verbal signal; stand near to the child so that you draw their attention back to you.

- Someone has been unkind
    - Talk about the damage to own reputation - *'I want people to think the very best of you and this kind of behaviour is not your best. What can you do to fix this?*' - apology etc.
    - Don't use informal terms such as 'mate', 'bud', 'pal' etc as these are terms associated with being friends.

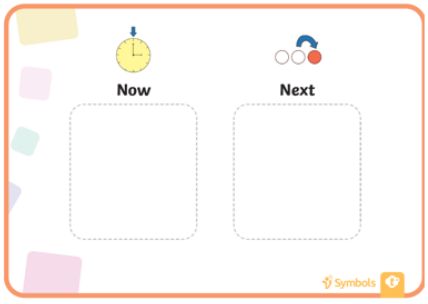
PROACTIVE RESPONCE TO BEHAVIOUR

Proactive strategies are tools used to prevent or avoid problem behaviour or dysregulation from occurring.

They are introduced before any challenging behaviours and help to reduce the chances of them occurring.

VISUAL SUPPORTS

Visual supports can support children in understanding the expectations and instructions. They provide structure and allow children to know what is coming next.



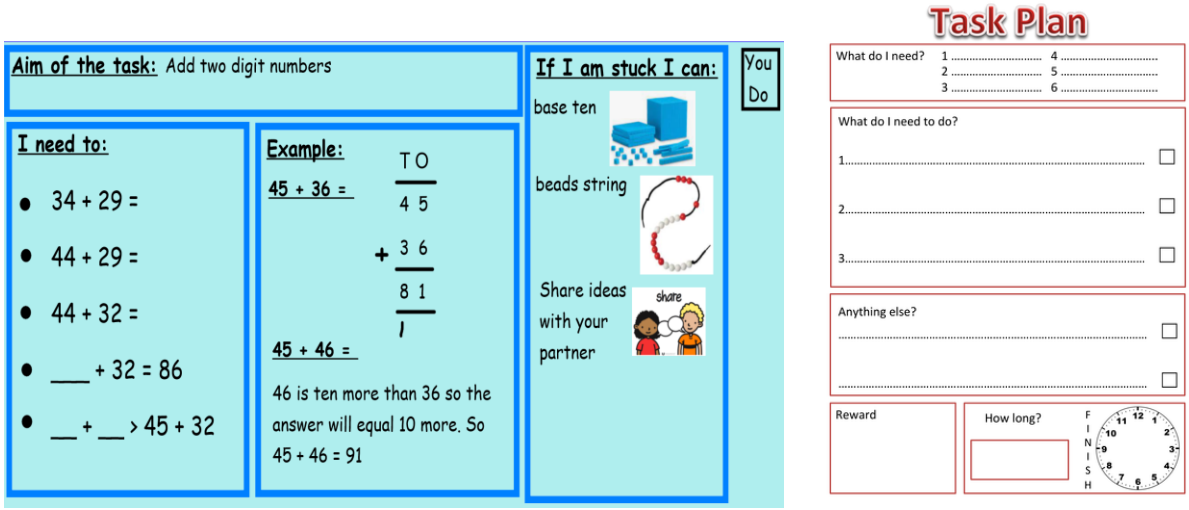
TRANSITION WARNINGS

Transition warnings can support children in understanding how long an activity would be, or how much longer they have with a preferred activity or item. Sudden end to an activity may be difficult for some children.

GIVE CLEAR AND SIMPLE INSTRUCTIONS

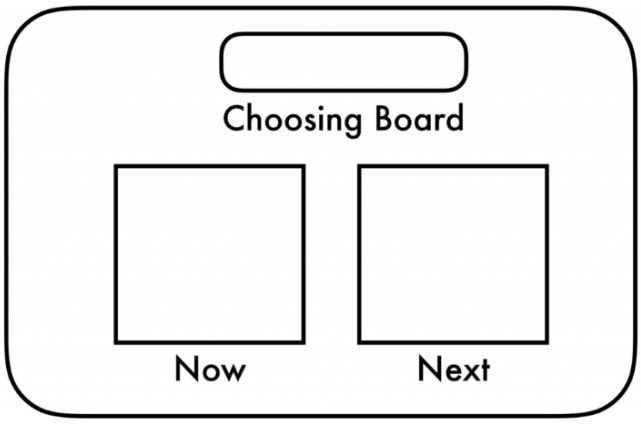
Give clear and simple instructions can support children in understanding what the expectations are.

- Ensure child is looking or paying attention.
- Be clear and direct.
- Statements and avoid questions.
- Give instructions up to two times.
- Allow for processing time (e.g., 5 seconds).
- Ensure they are realistic expectations.
- Stay calm



CHOICES

Choices can give children a sense of control and independence. When offered choices such as "Do you want to do your task sat next to ____ or ____?" it can be easier for children to make a choice, then to ask "What do you want?



DESCRIPTIVE PRAISE

Descriptive praise can encourage positive behaviours in children. Let them know exactly what it is that they are doing well. This can encourage or motivate them to do it again.

POSITIVE ATTENTION

Positive attention catch children while they are doing something good and provide them with praise. If pupil must wait, often pupils act up to gain attention even if it is negative attention. Checking in and letting them know they are playing nicely, and giving them attention can promote positive behaviour.

REWARD SYSTEMS

Reward system can encourage positive behaviour in children. Keep these specific to a behaviour that you want changing e.g 'To put my hand up to say something' rather than 'show good behaviour in a lesson.'

CHANGE TO ROUTINE

For all children, but especially for children with unique learning needs like autism, changes to a routine can be devastating, including different teacher, visitor in school or sports day. Life can be unpredictable, though, and changes to a routine can lead to a dysregulation. Knowing what to expect can be instrumental in helping children cope.

- **Talk it out using visuals** – where possible before the day of a change talk through the changes using visuals such is a new timetable.
- **See the change ahead of time** – for example; meet the teacher teaching that day, go see the sports day set up, visit the website of the school trip.
- **Give extra time** – Children may need extra time to adjust to the change. Allowing them to have calm time, brain or movement breaks when beginning to feel overwhelmed. Providing a fidget or favourite toy which would comfort them.
- **Reward flexibility** - Make a big deal out of it when the child handles a change well. Praise or reward the child with an activity of their choice when they cope with an unexpected event or change. This might help your child associate the flexibility with something that they want.
- **Prepare a calming routine** – use the zones of regulation to support a discussion about times the child may need calming time. Try keep some parts of their daily routine the small – usual breaks in the day, visiting the sensory room.