

Bakewell CE Infant’s Behaviour Curriculum

Statement of Intent:

At Bakewell CE Infant’s our children flourish and learn in a fully inclusive environment where their gifts are recognised and nurtured and they treat each other fairly and with respect. Through high quality-first teaching and building positive relationships, our children are able to take risks, embrace challenge, learn and thrive without prejudice. We explicitly teach and model desired learning behaviours, recognising that some children will need appropriate adaptations and adjustments to maintain the expected standard of behaviour.

When children are unable to behave appropriately or make the wrong choices we respond promptly, predictably and with confidence using a shared language.

Our behaviour curriculum ensures we create an environment that is calm, kind and mindful.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS to Year 2	Explicit teaching of the behaviour curriculum our School Vision	Ongoing revision of content – reinforcement of lunchtime routines	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content – reinforcement of playtime routines
SLT Focus	Manners and etiquette	Modelling Learning Behaviours	Christian Distinctiveness Behaviour	Lunchtime rules and routines Manners and etiquette	Outdoor playtimes	Modelling Learning behaviours

The curriculum is taught explicitly during the first few weeks of the Autumn term, alongside the National Curriculum subjects and our Early Years curriculum.

Children learn the content outlined in the behaviour curriculum so that they are confident with and able to follow the school approaches. The behaviour curriculum is revisited at the beginning of each term and is continually revisited throughout the year. As with all of our curriculum areas at Bakewell CE Infants, we follow Rosenshine’s 10 principles of instruction so that all children are able to improve their confidence and fluency of the behaviour routines and expectations over time by continually and effectively revisiting, acquiring and embedding knowledge. While the curriculum is for all children, it may be applied depending on the needs of the individual children.

“It is the duty of every adult to help create in students the habit of self-restraint or self-regulation” – Tom Bennett

<https://matlockanddales.sharepoint.com/sites/BakewellStaff/Shared Documents/Curriculum/Behaviour/Behaviour curriculum.docx>

Routines and expectations for all at Bakewell CE Infant School

<p style="text-align: center;">In our school</p> <ul style="list-style-type: none"> ✓ All staff use a 1,2,1,2,3 clapping signal to gain the attention of the class. When children see and hear this, they should respond by falling silent, stop moving and repeating the signal back. ✓ Use the voice o-meter to monitor the level of noise in classrooms – indoor voices expectation ✓ Children should be sat in their seating space with their hands in baskets, facing forwards. ✓ Children should face the speaker. ✓ Children should not talk over another person who is talking because this helps all people hear the conversation. Adults can help by reminding children: My turn, your turn, never together. 	<p style="text-align: center;">Wonderful walking: moving <i>calmly</i> around our school</p> <ul style="list-style-type: none"> ✓ Facing forward ✓ Walking in a straight line as directed ✓ Children line up in line order ✓ Children should hold the hand of their partner. ✓ Children should walk silently when indoors (i.e. within the teaching block and/or hall block). ✓ Adults will need to lead children. ✓ Adults should control the pace when walking. This will be dependent on the age of the children. ✓ Adults need to ensure that only one child from their class goes to the toilet at the same time. ✓ Adults need to supervise children as they move to and from the outside environment.
<p style="text-align: center;">School etiquette: being mindful of others</p> <ul style="list-style-type: none"> ✓ Holding doors open – letting others through a doorway before walking through yourself. ✓ Greeting people politely by saying ‘Good Morning’ or ‘Good Afternoon’. ✓ Using ‘please’ when asking for something. ✓ Using ‘thank you’ ✓ Standing aside to let people past ✓ Being mindful of other learners around us. ✓ Going back to our classrooms as soon as possible. ✓ Positive language to be used and modelled at all times 	<p style="text-align: center;">Playing kindly when outside or indoors</p> <ul style="list-style-type: none"> ✓ Treating others with kindness: kind hands, kind feet and kind words. ✓ Demonstrating respect to all peers and staff. ✓ Trying to resolve any disagreements independently ✓ Taking part in the different activities which are available. ✓ Making sure everyone feels included and valued. ✓ Lining up quickly and calmly as soon as the clapping signal is given. ✓ Playground monitors to get out the named outdoor play equipment each playtime. ✓ Treating our environment and equipment with respect. ✓ Treating others with respect including any creations that they have made ✓ Making sure we stay on the playground, where we can be seen
<p style="text-align: center;">Collective Worship</p> <ul style="list-style-type: none"> ✓ An adult enters first to ensure there is a settled welcome. ✓ A settled welcome is a quiet entrance to the hall, still sitting, facing the front, ready to listen. ✓ Worship monitors to switch on the candle on the worship table and say the assembly greeting. ✓ Children are dismissed with adults leading the way whilst the remainder in the hall supervise. 	