

## Thomas Jolyffe Behaviour Curriculum 2023-2024

At Thomas Jolyffe, we prepare our pupils for the life that lies ahead of them and believe that explicit teaching and modelling of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through it, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. We know the positive impact that adults can have on children, therefore we want to role model how to behave in a variety of situations; all adults that children come into contact with at Thomas Jolyffe will continue to set and show these high expectations of behaviour including staff members, governors, parents and visitors to school. Our behaviour curriculum is designed to be accessible to pupils from Reception to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we believe every child can and should succeed.



**To be the best that we can be.**



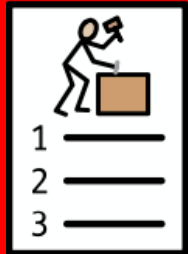
Intent— aspirations for our pupils



At Thomas Jolyffe, we want exemplary behaviour to be an unspoken expectation. Our behaviour curriculum is based around:

- ⇒ Teaching, not telling, children how to behave
- ⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour
- ⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows
- ⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see
- ⇒ Adapting our approaches, where needed, for specific pupils with additional needs

Implementation— teaching the behaviour curriculum



We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Students 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. Our teachers will dedicate plenty of time over the first few weeks of the year reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary.

**The process for teaching behaviour explicitly is as follows:**

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. Modelling of this curriculum by governors, visitors and parents is also essential. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach with minimal disruptions to learning.



# To be the best that we can be



Our core rules to attain this:



These core rules have been decided on through consultation with parents and staff members.

Behaviour Principles		
Be Ready	Be Respectful	Be Safe
<p>We arrive at school on time, every time</p> <p>We show we are ready for assemblies and lessons.</p> <p>We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.</p> <p>We make sure we have the right equipment for the day.</p> <p>We take part fully in lessons and show resilience.</p> <p>We work together as a team.</p>	<p>We always listen when an adult is talking.</p> <p>We always listen to pupils in our class giving ideas and feedback.</p> <p>We are polite and show good manners to everyone.</p> <p>We respect difference and know we are all equal.</p> <p>We look after our equipment and share it.</p> <p>We look after our environment and never drop litter.</p> <p>We have kind hands, feet and words.</p> <p>We respect the law and the rules of school and society.</p>	<p>We follow instructions -first time, every time.</p> <p>We do not tolerate bullying of any kind.</p> <p>We walk calmly and quietly around our school.</p> <p>We line up sensibly.</p> <p>We know who to go to for help and support.</p> <p>We stay safe online and outside school.</p> <p>We use equipment safely.</p> <p>We ensure we only go where we have permission to be.</p>

## Zones of Regulation

At Thomas Jolyffe, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety or stress. In the classroom, sometimes children experience anxiety when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, it might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at Thomas Jolyffe to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

### **We aim to help children to:**

- ⇒ Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- ⇒ Increase their emotional vocabulary so they can explain how they are feeling.
- ⇒ Recognise when other people are in different Zones, thus developing better empathy.
- ⇒ Develop an insight into what might make them move into the different Zones.
- ⇒ Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- ⇒ Develop problem-solving skills and resilience
- ⇒ Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').


### **What are the different Zones?**

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified.



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

## Start of the day (Entering school)

### Pupils will:

- “Wonderful walk” into school via the classroom door.
- Hang coats and bags on pegs calmly & neatly.
- Take all resources into classroom.
- Sit down immediately and start early morning activity.

### Staff will:

- Open the external doors at 8:45.
- Ensure a member of staff to be outside to liaise with families.
- Greet every child as they come into the classroom by standing on the door and using their name.
- On PPA days, class teachers to be present to greet children, supporting.
- Be aware of/check in with children who have been off the previous day/are late.
- Monitor cloakrooms.
- Play calming music on arrival and ensure early morning activity is ready for children on desks or on whiteboard.
- Have “Ready, respectful and safe” symbols on display.
- Lock external door/gate at 8.55. Children need to enter via school office if after this time.
- Ensure a member of SLT is on the gate and then in office for late arrivals.

### Parents will:

- Stay with children until 8:45 ensuring they go in to class ready, respectfully and safely (Up till Y5)
- Ensure children are safely on the playground, not on grass or play equipment.
- Get children to school on time & ready to learn.
- Arrive on time with all equipment needed (water bottle, equipment, school book)
- Ensure children are dressed, fed & hydrated.
- Role model politeness to all around.
- Ensure there is only water in water bottles.

### Why we expect this behaviour:

- Provides a calm, purposeful start to the day.
- Ensures all children are ready for learning.
- Children and adults feel valued and welcomed which sets a positive tone for the day.
- All children and adults remain safe: children are supervised before the start of the school day.
- Learning time is maximised.

### Sanctions/consequences for not following the expectations:

- Positive, gentle reminders of the expectations.
- Apply behaviour policy.

<b>Assemblies</b>		
<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>- Line up in “assembly order”.</li> <li>- Stand in assembly until asked to sit down by staff.</li> <li>- Sit cross legged.</li> <li>- At the end of assembly, stand up silently.</li> <li>- “Wonderful Walk” back to class with member of staff.</li> </ul>	<p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>- Attend when necessary: Monday, Wednesday &amp; Friday alternate class teachers, 1:1 teaching assistants in every assembly, class teacher in celebration assembly and all staff for visitors and special events.</li> <li>- Positively address behaviour of their own year group ensuring they are active in addressing behaviour.</li> <li>- Collect children at the end and lead back to class using “Wonderful Walking”.</li> <li>- Model expected behaviours.</li> </ul>	<p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>- Model the expected behaviours of the pupils.</li> <li>- Not use phones for communication.</li> <li>- Only take photos of their child when it is deemed appropriate to do so by the member of staff leading the assembly. Only take photos of their child and not share these wider on social media.</li> </ul>
<p><b>Why we expect this behaviour:</b></p> <ul style="list-style-type: none"> <li>- Provides a calm, purposeful atmosphere for the assembly.</li> <li>- Allows celebration of achievements of others.</li> <li>- Ensures all children are ready to listen to the message &amp; learning from the assembly.</li> <li>- Builds community and team spirit.</li> <li>- Shows respect to the member of staff leading the assembly.</li> <li>- Learning time is maximised.</li> </ul>		<p><b>Sanctions/consequences for not following the expectations:</b></p> <ul style="list-style-type: none"> <li>- Consistent, gentle reminders of the expectations.</li> <li>- Move to another position to aid focus.</li> <li>- Miss part of break.</li> <li>- Apply behaviour policy.</li> </ul>

**In the classroom**

<p><b>Pupils will:</b></p> <ul style="list-style-type: none"><li>- Sit appropriately on chairs/carpet.</li><li>- Show active listening-facing forward.</li><li>- Use school equipment (unless Year 6) and have it available for the start of each lesson.</li><li>- Use oracy skills.</li><li>- Try their hardest with all tasks.</li><li>- Remain in their allocated space, unless instructed.</li><li>- Show respect to their peers when working in groups.</li><li>- Ask permission before leaving the classroom.</li></ul>	<p><b>Staff will:</b></p> <ul style="list-style-type: none"><li>- Set clear classroom expectations and ensure these are implemented daily.</li><li>- Ensure all resources are prepared in advance.</li><li>- Ensure classroom environment is well-organised, clear and tidy.</li><li>- Model appropriate learning behaviour.</li><li>- Praise/recognise good sitting/listening – referring to the oracy “talk tools”.</li><li>- Make sure all children have stopped talking before teaching.</li><li>- Allow only Y6 to have pencil cases.</li><li>- Ensure learning starts straight away.</li><li>- If SLT called, staff member to brief SLT away from the child.</li><li>- Support all levels of need as required.</li><li>- Ensure “Active Learning Walks” happen at least twice a day.</li></ul>	
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<p><b>Why we expect this behaviour:</b></p> <ul style="list-style-type: none"><li>- To create a calm, positive learning environment.</li><li>- To ensure pupils make excellent progress.</li><li>- To promote pride in pupils’ learning.</li><li>- To build a collaborative class ethos.</li></ul>	<p><b>Sanctions/consequences for not following the expectations:</b></p> <ul style="list-style-type: none"><li>- Positive, gentle reminders of the expectations.</li><li>- Apply behaviour policy.</li><li>- Complete work during break/lunch time under the direction of the class teacher.</li><li>- Class teacher to communicate with parents.</li></ul>
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**Playtimes & Lunchtimes**

<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>- Follow instructions to leave classroom safely.</li> <li>- Collect coloured bands from adult on duty to enter school via the designated door for the toilet, always asking permission.</li> <li>- Play with each other and with equipment safely and respectfully.</li> <li>- Seek adult support when needed.</li> <li>- “Wonderful Walking” when inside.</li> <li>- Use manners.</li> <li>- Use inside voices when inside.</li> <li>- Freeze when the whistle is blown then “Wonderful Walk” to where they are directed when asked.</li> </ul>	<p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>- Set clear playground boundaries with staff at each entrance to school. Football only at break times and supervised by staff.</li> <li>- Distribute coloured bands for children who need to go to toilet. Staff inside building to check/challenge pupils without bands.</li> <li>- Check staff are outside before sending children out.</li> <li>- Ensure children wash their hands before going in to eat.</li> <li>- Support with behaviour if needed in the following order. 1. Lunchtime Supervisor. 2. Class Teacher. 3. SLT. Radios to be outside for support &amp; communication.</li> <li>- Collect equipment for lunch play (lunchtime supervisors).</li> <li>- Collect names/give out passes for Quiet club for pupils who would benefit from Quiet Club that day.</li> <li>- Blow the Whistle to get all children to freeze.</li> <li>- Call class/year group &amp; pupils “Wonderful Walk” to where instructed.</li> </ul>	
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**Why we expect this behaviour:**

- Playtimes will be safe, successful and enjoyable for children and adults.
- It will reduce loss of learning time as there will be less incidents.
- Develop social skills.
- Promote healthy, balanced lifestyles.
- Lessons will start on time.

**Sanctions/consequences for not following the expectations:**

- Positive reminders of the expectations.
- Loss of equipment for a period of time decided by the adults.
- Missing a breaktime/lunchtime.
- Spending period of time in a designated area.
- Informing parents.
- Apply behaviour policy.

## End of the day (Leaving school)

### Pupils will:

- Collect their belongings quickly, calmly and sensibly.
- Clear their work space and ensure it is left tidy.
- Line up quietly and sensibly.
- Wait for adult instruction before leaving the classroom.
- Ensure they take all belongings when leaving.
- Stay with their adult once collected.

### Staff will:

- See children out, ensuring that each child leaves with an allocated adult or walks (if permission has already been given) in Years 5/6.
- If a child is not collected after 10 minutes, take the child to the office and phone parents. A member of staff must remain with child until 3.40.
- Be in school until 3.45.
- Discuss stars of the day, first aid and behaviour incidents discreetly.

### Parents will:

- Model the expected behaviours of the pupils.
- Role modelling interactions with school community.
- Collect children on time (including if children are attending an after-school club).
- Inform school office/class teacher if usual pick up arrangements are different.s

### Why we expect this behaviour:

- To ensure pupils are collected safely.
- Ensures all children are safely collected by an allocated adult or can walk alone (if permission given).
- Prevents accidents/incidents occurring after the school day has finished.
- Provides a positive transition from school to home.
- Gives an opportunity for class teachers to liaise with parents.

### Sanctions/consequences for not following the expectations:

- Consistent, gentle reminders of the expectations.
- Apply behaviour policy.