

Behaviour and Relationships Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teach	Explicit teaching of the full Behaviour and Relationships Curriculum content (in classes and whole school assemblies)	Ongoing retrieval, review and revision of content (in classes and whole school assemblies)	Longer recap and review of the Behaviour and Relationships Curriculum (in classes and whole school assemblies)	Ongoing retrieval, review and revision of content (in classes and whole school assemblies)	Longer recap and review of the Behaviour and Relationships Curriculum (in classes and whole school assemblies)	Ongoing retrieval, review and revision of content (in classes and whole school assemblies)
Approach	<ul style="list-style-type: none"> • Explaining the why and context • Gradual handover - I Do, We Do, You Do approach • Teaching of our Behaviour Curriculum includes lots of opportunities for guided practice and independent practice • Our Behaviour Curriculum is delivered in small steps with clear examples (examples and non-examples) and models • Scaffolds are provided for routines, transitions for whole classes and individual children, not lowering our expectations but enabling all to succeed • Scripts for routines and supporting behaviours • Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check for understanding • Ongoing formative assessment to drive instruction of the Behaviour Curriculum • Our Behaviour Curriculum provides a high success rate creating a positive culture and supporting children to acquire our character habits in a variety of settings. • Use of Zones of Regulation, Learn Together time and Jigsaw lessons 					
Core expectations	<p>Know that there are three behaviour expectations in school. These are to:</p> <ul style="list-style-type: none"> • Be safe. • Be ready. • Be respectful. <p>Know the following examples of these three principles:</p> <p><u>Ready</u></p> <ul style="list-style-type: none"> • Completing homework on time • Remembering to bring equipment to school (book bag, reading log, books, wellies for forest school) • Wearing appropriate clothing to school (see clothing guidance) • Tidying up your own workspace and the classroom • Super star sitting • Good listening 					

- Having equipment ready to use
- Accepting responsibility if you make a mistake
- Engaging in restorative conversations

Respectful

- Say please and thank you
- Hold doors open for people
- Knowing when to 'check in' on others and when to give others space.
- Talk kindly to other pupils and adults by using a calm and polite tone of voice
- Say good morning/ afternoon to adults
- Respect others right to learn
- Respect school property by looking after it
- Value differences
- Follow adult instruction

Safe

- Super star sitting (in classrooms, learning times, assemblies, lunch time)
- Wonderful walking through the school
- Legendary lines when walking through the school
- Listening and following adult instruction.
- Using purple lanyards when moving about the school during learning time
- Playing games that do not become too physical.
- Using calm and respectful tones when we communicate.

Character habits

General classroom expectations

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet during breaktimes, lunchtimes and dedicated movement/comfort breaks in class.
- Know that I should not have any objects on the table that distract me from my learning. (unless agreed as a reasonable adjustment with SENCo)
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- Know that I need to listen with golden silence when the teaching is delivering a lesson.
- Know that I need to listen with golden silence when another child has been asked to talk.

Using good manners

- Know that I should always say 'please' when I am asking for something.

- Know that I should always say ‘thank you’ when I receive something, or someone does something nice for me.
- Know that I should say ‘Good morning/afternoon’ to others if spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.
- Know that it is important to leave a learning space ready for others to use.

Playtime Behaviour

- Know that I must walk from my classroom to the playground using Wonderful Walking.
- Know that I must play safely without hurting anyone.
- Know that I do not ‘play fight’ because I may hurt someone by accident.
- Know that I must be kind, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, I must line up in a legendary line straight away.
- Know that I must walk back to my classroom using Wonderful Walking ready for the next part of the day.

Lunchtime

- Know that I use Wonderful Walking when walking to the hall and stay in a legendary line
- Know that I collect my food, say thank you and sit down straight away.
- Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
- Know that I should use a knife and fork correctly.
- Know that I use good manners by saying ‘please’ and ‘thank you’ when someone gives me my food or a drink.
- Know that I should not leave my seat once I have sat down unless I have asked an adult.
- Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin and sit back down.
- Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand (for EYFS and KS1 only)
- Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.
- Know that I use Wonderful Walking when walking from the dining hall to the playground.

Reflect

Reflect

- Know that If I am not ready for learning I can, or an adult can direct me to access, a calm corner or calm space for an agreed amount of time
- Know that once I have had time to regulate and re-focus, I am expected to rejoin my learning

<p>And restore</p>	<ul style="list-style-type: none"> • Know that if I am still not ready for learning, an adult will direct me to a different calm space. • Know how to use the agreed strategies in calm corners and spaces (e.g breathing techniques, use of timers, fidgets) • Know how to use calm corners and spaces respectfully and safely so as not to distract others from learning. • Know that I leave calm corners and spaces ready for others to use. <p>Restore and accept</p> <ul style="list-style-type: none"> • Know I will need to use the reflection book with an adult following time in a calm corner/space; To do this I will; be honest and take responsibility for any choices I made. • Know that adults are there to support me to make ready, respectful and safe choices so that I am ready for the next part of the school day (learning, playtime etc). • Know that I will not argue back with an adult • Know that I will need to take responsibility for my choices and follow up with those who were impacted. • Know that I must accept any consequences.
<p>School wide routines</p>	<p><u>Staff Hand and countdown</u></p> <p>Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand and will silently count down on fingers. The adult will ‘thumbs up’ praise those modelling the expected behaviour. When children see this, they stop what they are doing, raise their hand to show you have seen and tap the person next to you on the shoulder if they haven’t seen. Finally, children wait until everybody is quiet and listen to what the adult has to say. By the end of the countdown all children will show super star sitting and golden silence.</p> <p><u>1,2, 3 signals</u></p> <p>Adults will use three hand signals when they have children’s attention to signal a transition from one place to another.</p> <ul style="list-style-type: none"> • 1 finger = children stand up if sitting on the carpet and stand up and tuck in chair if sitting on a chair • 2 fingers = children move to the next space (line, carpet, table) using golden silence • 3 fingers = children sit down on carpet or chair. <p><u>Toilet Sign - Child Hand Signals</u></p> <ul style="list-style-type: none"> • I know to show the sign for ‘toilet’ when I need to use the restroom outside of designated movement/comfort breaks. <p><u>Super star Sitting in class</u></p> <ul style="list-style-type: none"> • At the beginning of the year, during ‘creating culture’ days, each class will discuss and agree what ‘super star sitting’ looks like in that environment (on carpet and in chairs).

- Class teacher will ensure there is a visual of the agreed 'super star sitting' in class.

In all classes, super star sitting will include:

- Tracking the speaker: showing others their ideas matter and they are valued.
- Active listening: encouraging the speaker, nodding, smiling and using ABC (agree, build, challenge) when they speak.

Super star sitting in assembly

- Children will sit with legs folded
- Children will sit with hands in laps or folded
- Tracking the speaker: showing others their ideas matter and they are valued.
- Active listening: encouraging the speaker, nodding, smiling and using ABC (agree, build, challenge) when they speak.

Wonderful Walking

Know that we walk around school using Wonderful Walking.

Know that Wonderful Walking (inside) means -

- Walking in a legendary line when more than one person
- Tracking the front of the line – being aware of where you are headed (what is the purpose?)
- Standing up straight
- Standing behind the person in-front of you
- Walking in a straight line
- Hands by side
- Golden silence
- Attention: looking where you are going, safe distance from others around you and the environment (without leaning on walls whilst waiting)
- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Considered contribution

- Know that we expect all children to contribute in class. A considered contribution means:
 - I am listening to the class teacher or whoever is speaking

- I am considering my responses before sharing
- I will show A, B, or C (Habits of Discussion) or put my hand up to show that I want to contribute during whole class discussions
- I will use a loud and proud voice when contributing to discussions.
- I will build on what others have said using A,B, or C.

ABC - Habits of Discussion

- A) Agree
- B) Build
- C) Challenge

Loud and Proud

- Know that what I have to say is important
- Know that it is important others can hear me
- Be proud of what I have to say
- I know to ensure others can hear me
- Know to look up when I speak and project my voice so the person furthest away from me can hear
- Use a strong voice

Think, Pair, Share / talk teams

- Know this time is a vital learning opportunity
- Know the expectation is to discuss our response to the question or to discuss what has been asked
- Know I am responsible for this time and ensuring I listen to my partner
- Take responsibility for this time ensuring my voice and my partner’s voice is heard and we understand one another using ABC

Golden silence

- Know that independent ‘You Do’ activities are completed in silence unless an adult has told me otherwise.
- Know the importance of silence for myself and others
- Maintain silence for the duration of the independent task unless an adult has told me otherwise
- Know that I must be silent when somebody else is speaking

Transitions

Greetings

Know that when I greet the teacher when entering the classroom I choose one the school’s greetings:

- Hand-shake
- High five

- Wave
- Saying 'Good morning/afternoon'
- Hug

Arriving at school at the beginning of the day

- Know that I arrive to school on time
- Know that I walk calmly to my classroom
- Know that I will greet staff with one of the above methods
- Know that I hang my coat up, put my lunchbox and water bottle on the trolley
- Know that I check the morning slide to know what to do next
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff and have a purple lanyard.
- Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Transitioning within a lesson and at the end of a lesson

- Know that when the teacher signals (with their whole hand) I should stop what I am doing.
- Know that when the teacher signals (1) I should tuck my chair in if seated and stand up if sat down.
- Know that when the teacher signals (2) I should move to my table/line up.
- Know that when I am lining up, I should be silent.

Efficient environment

Classes will agree the processes for the following to ensure children know the expectations for these tasks so that they have minimal impact on cognitive load:

- Handing out and collecting in books
- Storage of resources and desk tidiness
- Handing out and collecting in resources
- Location and access to date and title
- Walking to and from lessons
- Entering the classroom and knowing where to sit
- Lining up
- Habits of Attention – Super star Sitting, Wonderful Walking and Standing, and hands signals
- Presentation layout - presentation guides in books
- Where to write responses to questions
- What to write with
- Turn and Talk and Class Discussion expectations – Habits of Discussion
- Show Me Boards
- I Say, You Say, My Turn, Your Turn
- Time to complete a task

- Expectations for outcomes - teacher models

End of the day routine

- Know that time will be given at the end of the day to reset the classroom ready for the next day's learning.
- Know that when my teacher signals I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.
- Know that when the teacher signals (1) I should stand up and tuck my chair in or stand up if on the carpet.
- Know that when the teacher signals (2) I should move to my line space quietly.
- Know that I should wait quietly whilst my class is dismissed.