

MPS Behaviour Curriculum Overview

Teach	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Approach	<p>Explicit teaching of the full Behaviour Curriculum content (in classes and whole school assemblies)</p> <p>Ongoing teaching, retrieval, review and revision of content (in classes and whole school assemblies)</p> <p>Explicit reteach and review of the Behaviour Curriculum (in classes and whole school assemblies)</p> <p>Ongoing retrieval, review and revision of content (in classes and whole school assemblies)</p> <p>Explicit reteach and review of the Behaviour Curriculum (in classes and whole school assemblies)</p> <p>Ongoing retrieval, review and revision of content (in classes and whole school assemblies)</p>					
Expectations	<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 ● Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check for understanding ● Ongoing questioning 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 build character 					
	 <p>Be Safe</p>		 <p>Be Respectful</p>		 <p>Be Responsible</p>	
	<p>Adults teach behaviour so that children...</p> <ul style="list-style-type: none"> ● Consider what consequences their actions may have ● Make healthy decisions about your well-being – physical and mental health ● Allow others to be free from threats, insults and bullying ● Respect others’ property and the environment we learn in ● Think carefully when online – about their ‘footprints’ as well as choices 		<p>Adults teach behaviour so that children...</p> <ul style="list-style-type: none"> ● Celebrate others’ achievements as well as being proud of their own ● Treat others as they want to be treated ● Embrace diversity and equality, seeing difference as a strength in our community ● Respect the cultures, religions and views of others ● Respect others’ rights to learn and for learning 		<p>Adults teach behaviour so that children...</p> <ul style="list-style-type: none"> ● Listen to the teacher and other children’s’ views ● Plan ahead, organise and evaluate their learning ● Follow instructions and accept advice or help ● Come to school ready and motivated to learn, with everything they need ● Allow others to learn free from disruption 	

	<p>Children will know that we...</p> <ul style="list-style-type: none"> • Tell an adult if we don't feel okay or are worried about someone else • Sit still and focus • Sitting sensibly in the classroom • Walking through corridors • Play games that do not become too physical • Use calm and respectful tones when we communicate • Understand how our actions can impact others • Responding appropriately to others thoughts, feelings and actions 	<p>Children will know that we...</p> <ul style="list-style-type: none"> • Say please and thank you • Hold doors open for people • Talk kindly to others • Say good morning/ afternoon to others • Respect others right to learn • Respect school property by looking after it • Use a calm and polite tone of voice • Respect the cultures, views and religions of others • Follow adult instruction promptly • Celebrate other achievements as well as being proud of your own 	<p>Children will know that we...</p> <ul style="list-style-type: none"> • Listen carefully to the adults • Work hard on tasks given • Are in the right place at the right time • Say sorry when we need to • Complete homework on time • Remembering to bring equipment to school • Wear correct school uniform • Tidy up our own workspace and the classroom • Accept responsibility if we make a mistake and say sorry • Arrive on time ready to start the day or session 	
Culture	Using good manners	<p>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. We say, "please," when asking for something We say, "thank you," when someone is kind or gives us something We say, "you're welcome," when someone thanks us We hold doors open for people We say, "good morning/afternoon," or smile when you walk past someone We ask, "how are you?" We are kind</p>		
	Playtime Behaviour	<p>Know that I must walk from my classroom to the playground using Montpelier 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 using MPS Lining up straight away. Know that I must walk back to my classroom using Montpelier Walking.</p>		

	Lunchtime	<p>Know that I use MPS Walking when walking to the hall.</p> <p>Know that I collect my food and sit down straight away.</p> <p>Know that I should use a normal talking volume when in the hall. I should not be raising my voice.</p> <p>Know that I should use a knife and fork correctly.</p> <p>Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.</p> <p>Know that I should not leave my seat once I have sat down.</p> <p>Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.</p> <p>Know that once I have cleared my plate.</p> <p>Know that I use MPS Walking when walking from the dining hall to the playground.</p>
	General classroom expectations	<p>Know that I should not be leaving my seat during a lesson unless I have asked to do so.</p> <p>Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time as much as possible.</p> <p>Know that I should not have any objects on the table that distract me from my learning.</p> <p>Know that it is my responsibility to keep my table clear from clutter.</p> <p>Know that I have a responsibility to ensure that the classroom is kept tidy.</p> <p>Know that I should not talk when the teacher is delivering a lesson or another child has been asked to talk as this will stop myself and others from learning.</p>
	Accepting a Consequence	<p>Know that I should be honest</p> <p>Know that I should take responsibility – do not blame others around me</p> <p>Know that I should understand the impact my choice had on others and show or say sorry to those I have affected</p> <p>Know how to find out how to change my behaviour</p> <p>Know not to argue back with the adult</p> <p>Know not to get upset or worry</p>
Routines	 MPS Hand	<p>When we see an adult raise their hand above their head</p> <p>We stop what we are doing</p> <p>We are silent</p> <p>We focus - ready to listen</p> <p>We raise our hands to show that we have seen their hand</p> <p>We might tap the person next to us on the shoulder if they haven't seen</p>
	 STAR Sitting	<p>Sit up straight: good posture, back against the back of the chair, hands together on the table not touching anything</p> <p>Track the speaker: showing others their ideas matter and they are valued</p> <p>Active listening: encouraging the speaker, nodding, smiling and using appropriate responses</p> <p>Respect others</p>

Transitions	 Lining Up	Standing up straight Look where you are going or at the adult you are following at the front Walk in a straight line Hands are by your side Stand behind the person in front of you but not too close - keep a safe distance No talking in the line Keeping your hands to yourself
	 MPS Walking	Standing up straight Look where you are going or at the adult you are following at the front Walk in a straight line Hands are by your side Stand behind the person in front of you but not too close - keep a safe distance No talking in the line Keeping your hands to yourself On the left
	 1,2 Transition Signals	Transition - Standing/Sitting (tuck chairs in if seated and stand up if sat down) Move to line or table
	 Think, Pair, Share	<ul style="list-style-type: none"> • Know who your partner is • Know what partner you are • Know how long you have to discuss • Know what you need to discuss or respond to with your partner • Turn and face your partner • Partner A/B starts speaking followed by Partner B/A • Partner A/B speaks whilst Partner B/A listens carefully to what their partner says (ABC) • Partner B/A responds to their partner whilst Partner A/B listens carefully (ABC) • Sit in Fantastic Sitting ready to discuss as a class
	 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 Smile

 <p>Arriving at school at the beginning of the day</p>	<p>Arriving at school at the beginning of the day</p> <ul style="list-style-type: none"> • Know that I arrive on time to school • Know that I use MPS Walking to get to class • Know that I greet staff with a greeting • Know that I place my belongings in the appropriate place • Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff • As soon as I have entered the classroom I begin the morning task
<p>Arriving and leaving assembly</p>	<p>Arriving and leaving assembly</p> <ul style="list-style-type: none"> • Enter the hall using MPS Walking • Follow my adult to the start of our line • MPS lining up until instructed to sit • Sit in STAR Sitting • When leaving wait until instructed stand • MPS Lining up and await instruction to leave the hall • MPS Walking back to class
 <p>End of the day routine</p>	<ul style="list-style-type: none"> • 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 until my adult tells me it is safe to go

Classroom Procedure

Gentle and calm approach > in private where possible > use child's name > down towards child's level or lower > make eye contact where possible > deliver message > walk away > give take up time

Stage 1 Behaviour

Low-Level Disruption

Misbehaviour that can be effectively managed within the classroom environment by the teacher.

	Examples of behaviours	Script
<p>1. Reminder: A prompt of the behaviour you expect to see (see scripts in appendices for further guidance).</p>	<ul style="list-style-type: none"> Shouting out Pushing-in in the line Distracting others Not sharing Answering adults back Running in the corridors Talking whilst others are Getting up and wandering Inappropriate responses Ignoring Disengaged Passing notes Ignorant swearing Not following instructions Inappropriate uniform Lack of effort 	<p>Any behaviour management strategy that has minimal impact on the learning eg. standing next to the pupil, subtly taking away the notes they have passed, the stare</p> <p>Or</p> <p>I noticed that you chose to *insert behaviour*, this is a reminder that I need you to be safe/respectful/responsible. Can you remember *insert an example of when you recognised the child had shown positive behaviour*... and how that made you feel? That's the *insert child's name* I need to see. Thank you for listening</p>
<p>2. Warning: A reminder of how you shared what was expected earlier. Delivery of script. Take up time.</p>	<ul style="list-style-type: none"> Continued Stage 1 behaviour 	<p>I noticed that you chose to *insert behaviour*, this is the second time I have spoken to you about this behaviour. I need you to be safe/respectful/responsible. The consequence will be reflection *insert where* if you choose not to follow the school rules. Can you remember *insert an example of the pupil modelling positive behaviour*? That's the behaviour I need to see. I know you can make great choices. Thank you for listening</p>

For regular occurrences:

- Discussion with the Head of Year, SENCO and/or member of the Headship team, where appropriate: consider behaviour strategies to implement
- HOY to begin monitoring patterns on Bromcon/CPOMS to identify areas of concern/possible causes/appropriate targets

Stage 2 Behaviour

Disruptive

More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment.

	Examples of behaviours	Script
3. Reflection. Sharing of previous reminder and warning.	<ul style="list-style-type: none"> • Persistent Stage 1 • Refusal to work/general defiance • Consistent non-completion of learning • Boisterous behaviour • Unacceptable language • Name calling • Damaging property • Rudeness • Purposeful swearing • Walking out of the class • Inappropriate language without intent • Rough play • Lying 	<p>I noticed that you chose to *insert behaviour*. You need to:</p> <ul style="list-style-type: none"> • Move seats • Have 5 minutes reflection inside the classroom/ go to (describe appropriate place in the classroom e.g. book corner, quiet area, desk at the back). • Have 5 minutes reflection time out of class • Conversation with class teacher • Have a discussion with me at breaktime/lunchtime <p>Here is a reflection sheet to help you focus. I will come and speak to you in 5 minutes.</p>

For regular occurrences:

- Discussion with the Head of Year, SENCO and/or member of the Headship team where appropriate: consider behaviour intervention/additional support
- Behaviour support plan discussed after 3 moderate misbehaviours.
- Begin monitoring to identify areas of concern/possible causes/appropriate targets
- Parents informed of withdrawal by teacher or Head of Year depending on nature of incident
- Meeting with parents to identify areas of concern/possible causes/appropriate targets
- Referral to multi-agencies
- Lunchtime suspensions

Stage 3 Behaviour

Serious or Dangerous

Very serious misbehaviour or persistence of Level 2 behaviour.

Reflection outside of the classroom	<ul style="list-style-type: none"> • Persistent Stage 2 • Destroying/damaging property - (not pencils/rulers etc) • Purposeful physical violence • Sexual, inappropriate language or actions (HSB) • Repeated unacceptable language/name calling/aggressive behaviour • Offensive, racist remarks • Bullying 	<p>I noticed that you chose to *insert behaviour*. I will now contact *Insert member of HST* and you will need to go to *Insert room/space* with them. I will come and speak to you at the end of the lesson/next break/end of the day.</p> <ul style="list-style-type: none"> • Child escorted to or collected by designated adult. • For remainder of lesson or specified time within the day <p>Teacher to provide learning and reflection sheet for the child to complete</p>
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Due to the natures of Stage 3 behaviours and circumstances, decision around suspensions and permanent exclusions will take place.