



# Yew Tree Primary School

## BEHAVIOUR CURRICULUM - THE YEW TREE WAY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YN – Y6</b>	Explicit teaching of The Yew Tree Way curriculum during Learning to Learn Week	Ongoing revision of content	Recap of The Yew Tree Way curriculum	Ongoing revision of content	Longer recap of The Yew Tree Way curriculum	Ongoing revision of content

### Introduction

At Yew Tree, we develop children's character through the 'Yew Tree Way' curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are responsible, respectful, courageous, ambitious and proud individuals.

We believe that behaviour is a key part of this development and that, as children practise behaviours over time, these become habits which positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

### Teaching the Behaviour Curriculum

The behaviour curriculum is taught explicitly during the first week in the Autumn term as part of the annual 'Learning to Learn' week. Children should learn the content of this curriculum explicitly so that they can recall the information and act upon it. At the start of each subsequent term, the 'Yew Tree Way' curriculum is revisited with children and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all children will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows –

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where individuals feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

### Adaptations

While this curriculum is intended for all children, it will be applied differently in different year groups depending on age and may be applied differently depending on individual's SEND needs. For example, children who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

## Curriculum Content

*NB: This curriculum content must be covered in depth in Autumn 1 and revisited throughout the year. Staff also have access to the Behaviour Blueprint which is an overview of our Behaviour Policy.*

### 1. Our Core Values & Example Behaviours

Children should understand, and be able to recall, our core values and be able to give examples of behaviour (the behaviour examples can include, but are not limited to, the following):

Our Core Values & Behaviours				
RESPONSIBILITY	RESPECT	COURAGE	AMBITION	PRIDE
I can follow rules & instructions without reminders	I show good manners all of the time	I put my hand up to answer questions in class	I have a positive attitude in all that I do	I say well done to show I am proud of others
I work hard in lessons and strive to achieve targets	I am kind & look after others around me	I keep going even when things are tough	I set myself goals which help me get better at learning	I am confident and talk about things I am good at
I am able to keep my word and show I can be trusted	I listen to others and respect any differences	I am able to say sorry and admit when I am wrong	I am focused and determined in all that I do	I can express what is important to me in my community

### 2. Our Rules

Children should understand, and be able to recall, the three rules and underlying principle for these:

Our Rules		
"Treat other people as you would like to be treated yourself"		
Be <b>READY</b>	Be <b>RESPECTFUL</b>	Be <b>SAFE</b>

Staff should expand on the rules, as appropriate, to help children understand:

- If you respect someone, you usually have a good opinion of their character or ideas.
- If you are being responsible, it means being able to be trusted to do the right things that are expected of you without supervision.
- If you are not ready to learn, or behaviour makes you or others unsafe, there are consequences for this behaviour.

### 3. Moving Around the School

Children should understand that we use '*fantastic walking*' when moving around the school and that this means:

- Facing forwards
- Walking at a steady pace (e.g. not running/jumping on stairs)
- Walking in a straight, single-file line
- Walking with hands by your sides
- Walking without talking
- Walking on the left-hand side of corridors

Children should understand that we use fantastic walking to keep everyone in school safe and ensure any learning is not disrupted by people moving around the school.

Children should also be reminded that, when inside the building, shirts should ALWAYS be tucked in, jumpers/cardigans should be worn or carried (i.e. not tied around the waist) and hats should be removed/coats should be worn or carried (i.e. not hanging off a child's head).

#### 4. Classroom Routines

Children should be taught that we expect STAR behaviour in every class and they should understand, and be able to recall, what this means and what it looks like:

**S** – Sit Up (i.e. no slouching at desks)

**T** – Track the Speaker (staff should use their discretion in expectations for children with ASD or additional needs but should not allow children to aimlessly look around the room or at books etc)

**A** – Ask & Answer Questions (i.e. passive behaviour is discouraged as children need to participate)

**R** – Respect Others (i.e. not interrupting others, valuing contributions, not disrupting learning)

Children should understand that we use STAR behaviour to ensure everybody is learning and able to learn without distractions.

Staff should expand on STAR behaviours by explicitly teaching, and persistently promoting, the following routine behaviours so that children:

- Know the order that they always line up in.
- Know who they stand in front of and who is behind them.
- Know that they should line up without leaning against the walls while moving around school.
- Know the routine for entering the classroom and getting ready to work (both during SODA time and after break/lunchtime).
- Know where they sit in class during lessons (including 'carpet places').
- Know the routine for handing out and collecting exercise books in the classroom.
- Know where to hang up their coat in the classroom.
- Know that they need and to look after any equipment used in the lesson.
- Know that any deliberate damage to school equipment will result in a consequence.
- Know how to put their hand up quietly to answer a question or participate in discussion (i.e. no shouting out at any time).
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when they want help from an adult they raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.
- Know that, if we are using mini-whiteboards, we show our answers using the '3-2-1 Chin It' system where the board is placed under the chin.

#### 5. Speaking in Class

Children should be taught to SHAPE their answers when speaking in class and be able to understand, and recall, what this means:

- **Sentences** – children know they must answer in full sentences
- **Hands away from the mouth** – children know they must keep their hands away from their mouth when speaking
- **Articulate** – children know they must pronounce words clearly
- **Project** – children know they must speak with a loud enough voice for everyone in class to hear
- **Eye contact** – children know it is polite to look at the person you are speaking to

#### 6. Manners

Children should be taught to use STEPS to politeness and to understand, and be able to recall, what this means:

- **Sir/Miss** – children know to address staff as sir/miss (either as a stand alone pronoun or with their surname)

- **Thank you** – children know they should say 'thank you' when they receive something or someone does something nice for them
- **Excuse Me** – children know they should say 'excuse me' if someone is in their way
- **Please** – children know they should say 'please' when asking for something
- **Smile** – children know they should be positive and upbeat when talking to each other and adults (staff should use discretion in promoting this as some children, e.g. those with ASD, find it difficult to smile)

Staff should expand on this by ensuring children:

- Know that they should offer to let any waiting adults through a doorway before walking through themselves.
- Know that they should say 'Good morning/afternoon Sir/Miss' to adults if spoken to.
- Know that it is polite to ask questions such as "How are you today, Miss?", "Have you had a good morning, Sir?", "Did you have a good weekend, Miss?" or comment on the weather
- Know that it is polite to give eye contact to the person they are talking to.
- Know that it is important to show gratitude to others by thanking people for what they have done for them.
- Know that it is important to have good manners so that people act politely back to them

## **7. Playtime Behaviour**

Staff should explicitly teach these expectations so that children should:

- Know that they must walk from their classroom to the playground (and back) using 'Fantastic Walking'.
- Know that they must play safely without hurting anyone.
- Know that they do not 'play fight' because they may hurt someone by accident.
- Know that they must be kind by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that they must look after all playground equipment and put it away properly at the end.
- Know that they should not scream when playing together at playtime.
- Know that, when called/when the whistle is blown, they must line up in their lining up order quickly.

## **8. Lunchtime Behaviour**

Staff should explicitly teach these expectations so that children should:

- Know where they line up for lunchtime when they are called.
- Know they should not lean against the wall in the dining room when lining up in the hall.
- Know where they sit in the dining room during lunchtime.
- Know that they should use a quiet voice in the dining room (promoting them to make polite conversation using the talk topics on each table).
- Know that they should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).
- Know that they should not talk with their mouth full.
- Know that they should finish what they are eating before leaving their seat.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunchtime supervisors.
- Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

## **9. End of Day Behaviour**

Staff should explicitly teach these expectations so that children should:

- Know that they must stay in a straight line while walking across the playground until they reach their meeting point on the playground.
- Know that they must stand in front of the teacher at the meeting point.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up. Know that these procedures are put in place to keep all children safe at home time.
- Know that they must not throw bags, scream, mess around or generally whilst waiting to be collected.

## **10. Behaviour Outside of School**

Staff should explicitly teach these expectations so that children should:

- Know that when they are wearing their school uniform they are representing the school community and must always behave responsibly and respectfully towards each other and our neighbours.
- Know that they should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).
- Know that online behaviour, after school/in holidays, must be in line with the way we expect children to behave in school.