



Our Behaviour Curriculum



St Columb Major Academy Rules

- Show good manners at **all** times.
- Follow instructions with thought and care.
- Care for everyone and everything.



Happy : Hard-working : Successful



Our key values for are:

- Perseverance
- Compassion
- Forgiveness
- Respect
- Resilience
- Wisdom



Our Behaviour Policy

https://www.scmajor.kernowlearning.co.uk/storage/secure_download/dHN4VE1CRGxVUXUwbUhiS2FZN2hpQT09

Our staff have agreed a set of learning behaviours for our school; these are taught and applied across the whole school, as we want all our learners to succeed. We want the children to become more independent learners by developing thinking and learning skills such as determination, curiosity, cooperation, and critical thinking.

We want the children to realise that their ability is not fixed or predetermined, but that it can grow and develop with effort, application, and perseverance. We want to teach the children skills that will enable them to learn effectively and achieve well.

Behaviour for Learning

Behaviour for learning is behaviour which encourages learning to take place. Good behaviour needs to be taught, modelled and acknowledged/rewarded. Inappropriate or unacceptable behaviour needs to be sanctioned.

We recognise that our children learn best in a calm and orderly environment. This can be achieved when expectations of learning and behaviour are high and consequences are explicit and applied consistently by all staff. **Staff agree that the behaviour we walk past is the behaviour we accept.** Where behaviour is not acceptable, we support and remind children of how to achieve our expectations successfully.

We recognise the rights and responsibilities of all members of the school community, the importance of clear and consistent classroom routines which are adhered to and a culture of rewards for success are key.

How do we teach our Behaviour Curriculum?

In the first week of the Autumn term, staff work with their classes to set behaviour expectations in their classroom and beyond. With their pupils they co-create a set of class rules and expectations and explain how children will be supported to achieve them (ClassDojo).

Children should learn the content of the behaviour curriculum so that they can recall the information and act upon it. At the start of each half term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, teachers use the Rosenshine 'I do, we do, you do' model to help children learn our expectations for behaviour. Teachers will also demonstrate these behaviours and ensure pupils have time to practise them (particularly in the first few days of 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.

We constantly review and revisit our behaviour curriculum ensuring that expectations are clear and that pupils received reminders where needed. Where issues arise, teachers respond quickly to support pupils understanding and reset expectations.



Our PSHE curriculum lies at the heart of our school and in turn at the heart of our behaviour curriculum. Through weekly lessons we learn about relationships, living in the wider world and health and wellbeing. Our staff use these themes to build opportunities to link British Values and SMSC within our school day. Our pupils learn how to use a wide range of social skills, mixing and co-operating with each other to share ideas and appreciate other viewpoints, they learn to resolve conflict and develop their tolerance of one another and learn to work alongside each other to achieve a joint goal.

In Year 6 we have the 'Super Six' scheme where pupils achieve Super 6 Status. Becoming a 'Super Six' is not simply about academic success but more so recognising excellent role models that demonstrate the shared values and ethos of our school.

Our Super 6 children are expected to demonstrate the following

- Respect everybody at all times including break times and lunchtimes.
- Show good manners and always be polite.
- Be an excellent listener at all times.
- Always try to improve your work, go that extra step and meet your full potential.
- Take pride in the presentation of all your work.
- Participate enthusiastically in lessons – don't be afraid to share your ideas.
- Look after your own and other people's property.
- Be organised and independent – come to school ready to learn.
- Be a great ambassador for St Columba Major Academy, always represent our school with pride.
- Set an example to all our younger children in your attitude, work habits and behaviour.
- Take time to help the younger children and our staff when you can.



As a staff we want all of our children to demonstrate the following key areas in their daily school life.

These are to:

Be Respectful	Be Responsible	Be Safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow teacher instruction	Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors quietly and sensibly Playing games that do not become too physical. Using calm and respectful tones when we communicate.

Our Routines

Outlined below are the expectations all staff have for the behaviour of our pupils. These expectations are communicated and taught to pupils throughout the school day.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must always be applied when teaching the curriculum. We adjust our routines where appropriate and reasonable, and make sure this is done proactively.

For those children with identified needs, we have bespoke behaviour plans in place which give clear guidance to all staff as to how best to support the pupil.

Arriving at school at the beginning of the day

We know that a positive start to the day will support the successful learning of all children. Staff support children who find transition difficult and adaptations are made where necessary.

We start our mornings with the following expectations:

- Know that I arrive on time to school.
- Know that I walk calmly to my classroom.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, put my lunchboxes on the trolley and water bottle away.
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- Know that I sit down in my seat as soon as I have entered the classroom and begin my morning task.



Gaining Attention

Silent Stop: Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with one raised hand.

Moving around the school

Pupils are taught that we walk around school using 'Fantastic Walking'. 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. We always keep to the left-hand side so walking is organised and safe for all.

Fantastic Walking means -

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Listening

Our staff ensure that that we all show excellent listening to ensure everybody can learn without distractions. We remind pupils that those who do not follow school rules will have a consequence or sanction.

- Sitting or standing up straight
- Tracking the teacher – 'Magnet eyes'
- Attention at all times – 'Listening ears'
- Respect towards others

Contributing

Through our work on Oracy, staff model how we expect all children to contribute in class. These skills are explicitly taught in all lessons.

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions unless this is a no hands up time when anyone could be asked to contribute.
- Sharing answers/contributions in a clear voice using full sentences



- Building on what others have said

Transitioning within a lesson and at the end of a lesson

All classes use the RWI signals to support transition – this ensures consistency for all.

Children are taught the following signals:

- When the teacher signals (1) I should stop what I am doing and stand up (tuck in my chair if necessary).
- When the teacher signals (2) Move to my table and stand behind my chair or move to my carpet space
- When the teacher signals (3). Sit down quietly
- When I am lining up, I should be quiet.

Using good manners

We expect good manners from all members of our school community. All staff have high expectations and know that modelling these daily will help children understand how important they are.

- 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 adults 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.

Playtime Behaviour

All staff including lunchtime supervisors support children with their behaviour at playtime and lunchtime. Reminders are given frequently, and we use the playground buddy/stay safe mentor schemes to help children through peer support.

- Know that I must walk from my classroom to the playground.
- 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 my lining up order straight away.
- Know that I must walk back to my classroom quietly and sensibly.



Lunchtime

- Know that I walk quietly and sensibly to the hall using 'Fantastic Walking'.
- Know that I collect my food 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.
- Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.
- Know that I use Fantastic Walking when walking from the dining hall to the playground.

Training and CPD for staff

We hold regular CPD sessions for staff covering all aspects of behaviour. We cover areas such as positive behaviour management at playtimes, supporting pupils' behaviour in the classroom, how to develop positive relationships with pupils and much more. All staff members have access to our weekly bulletin where regular updates and reminders about behaviour and our expectations are posted. Our pastoral support teamwork with individual staff members and specific groups to ensure training meets their needs and help them to proactively support pupils with their behaviour.

Our Governing Body

St Columba Major Academy is an inclusive school. We are committed to eliminating discrimination and promoting respect, fairness and social inclusion. These are the principles underlying the school's behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community. We recognise the importance of applying these principles to behaviour both in school and online.

Our governing body works closely with the Headteacher, Senior Leadership and all staff to ensure that the following is in place in our academy.

Right to Feel Safe at all Times:

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. The Behaviour Policy, Behaviour Curriculum, Home School Agreement, Staff Code of Conduct and the Parent and Visitor Behaviour Policy outline the expectations of behaviour from members of the school community.



All members of the school community should be aware that bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours.

High Standards of Behaviour:

The governors strongly believe that high standards of behaviour lie at the heart of a successful school.

Excellent teaching and learning promote good behaviour and good behaviour promotes effective learning.

Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens of modern Britain.

Inclusivity and Equality:

We are an inclusive school; we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour and Anti-Bullying Policy and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Values:

School values and expectations will be detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support and promote our values and ensure consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect that any rewards system is explained to others who have responsibility for young people, such as our extended school provision so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The rewards system must be regularly monitored for consistency, fair application, and effectiveness.



Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

It is important that sanctions are monitored for their proper use, consistency, and effective impact.

The school's Behaviour Policy and behaviour monitoring systems will identify when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Home/School Agreement:

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their own and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The use of Reasonable Force:

The Governors expect the Whole School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort.

The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques regularly.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Plan' may specify a particular physical intervention technique for the pupil concerned.