

Introduction

At Filton Avenue we develop children’s character through our behaviour curriculum. In this, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

We strive for all children to behave because it is integral to their good character and teach them this explicitly through constant reference to our school behaviour ladder.



Teaching the behaviour curriculum

Good behaviour is taught and reinforced incidentally in all parts of school life. However, at Filton Avenue, we recognise that this is not enough to ensure all children know and understand the components of good behaviour. Therefore, good behaviour is also explicitly modelled, taught and regularly refreshed to ensure all pupils understand the expectations of them. It is important that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. 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 unimpeded. It also enables us to use a shared and consistent language across the school.

How is the behaviour curriculum taught?

The process for teaching behaviour explicitly is as follows:

1. Identify the behaviour we expect
2. Explicitly teach the behaviour in detail using small steps
3. Model the behaviour we are expecting
4. Practise the behaviour until everyone can do it
5. Notice/reward/reinforce and re-teach behaviour
6. Create conditions for excellent behaviour

When is the behaviour curriculum explicitly taught?

In class, the curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). It is expected that all pupils will know this content.

Behaviour is taught explicitly through weekly behaviour assemblies focusing on key objectives from the behaviour curriculum.

The behaviour curriculum is revisited in talking lunchtimes twice weekly.

Adaptations

While this curriculum is intended 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. For example, pupils 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.

Collaboration Behaviours

- I follow all classroom and school routines
 - When an adult puts their hand up for silence, I raise my hand, stop talking and look at the speaker so I am ready to listen. I put my hand down when the adult does and keep my hands together or still.
 - I use the '1,2, 3 show me' method when showing my whiteboard.
 - I move around school calmly and quietly using Wonderful Waiting and Walking: I face forward, I do not lean on the walls, I walk steadily in a line, keep my hands to my sides, and stay silent.
- I listen to others, looking at the speaker and not interrupting. I try to give eye contact to the person I'm talking to.
- I look after equipment, report any damage and share/let others take turns with it. At the end of activities, I help tidy equipment away.
- I am willing to play and work with lots of different people, being a good team player. I know that we are all a team, and I celebrate other people & their successes. E.g. I applaud others when they win a certificate. I shake hands with the other team after a game.
- I use gentle hands. I don't hurt others or playfight.
- I empathise with others and think about how my words and actions make other people feel. I offer to help others and never say things that might upset others. E.g. I never use racist or homophobic language, call people names, swear or pass on rumours.
- I seek help from an adult if I have a disagreement that is difficult.
- I am honest: I don't cover up the truth. I know that I will make mistakes. I say sorry when necessary and forgive others for their mistakes.
- I am considerate of other people on the way into and home from school e.g. I give people plenty of space, use a quiet voice.

Aspiration Behaviours

- I take pride in my learning and care about doing my best at school.
- I take pride in myself and celebrate my successes.
- I know that achievement takes perseverance and practice.
- I have a go at challenges.
- I know that no matter how good I am at something, I can always improve further. I strive for excellence.
- I know that cheating won't help me improve in the long term.
- I set goals for the future, and I share them with others.
- I think about what job I'd like to do or what I'd like to study when I'm older.

Respect Behaviours

- I am polite and follow instructions from all adults in school, even when I am having big feelings. I know if I am respectful, I will always be respected and be given a chance to share how I feel.
- I use good manners everywhere in school (classroom, dinner hall, playground), without prompting.
 - I hold doors open for others, and let adults through doorways before walking through myself.
 - I say good morning or good afternoon if an adult talks to me and respond to questions that adults ask me.
 - I say excuse me if I need to get past or get someone's attention.
 - I say 'please' when I am asking for something and thank you when I receive something or someone does something nice for me.
- I speak at an appropriate volume in different places e.g. the classroom, the dining room, the assembly hall, the playground.
- I am punctual: I don't waste learning time.
- I only go to the toilet when I need it, and I respect people's privacy and dignity (toilets)
- I wear the correct school uniform and follow our rules on jewellery.
- I know I represent my school, even outside school, and try to be a good ambassador.

Endeavour Behaviours

- I work hard on every task I am given, trying to stay focused, even when something is difficult.
- I stand to speak, and I speak in full sentences in class.
- I present my work neatly, following our school's presentation policy.
- I come to school every day and arrive on time.
- I have a go before asking for help. If needed, I raise my hand and wait quietly for help.
- I try to learn from my mistakes and listen to feedback to help me succeed.
- I complete my homework on time.

Our routines – The Filton Avenue Way

Gaining the attention of pupils

- 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 stopping talking/what they are doing, putting everything down, looking at the speaker and raising their hand.
- The adult then lowers their hand and the children then sit with their hands still, tracking the speaker.
- In noisier environments, the adult may count backwards to indicate they are waiting and praise those who have already noticed.

1,2,3 Chunking Transitions

- Our staff move children from one activity to another by chunking the transition with 1, 2, 3.
- Hold up one finger: children stand behind their chairs.
- Hold up two fingers: children walk to next place (e.g. lining up, carpet spaces)
- Hold up three fingers: children do next step (e.g. leaving classroom in a line, sitting down in carpet spaces)

Walking around school

To walk around school, we use Wonderful Waiting and Wonderful Walking.

Wonderful Waiting and Wonderful Walking means

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

We use Wonderful Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Arriving at school at the beginning of the day

In the morning, children arrive on time to school. They walk calmly straight to classrooms, greeting staff with a 'good morning' or 'hello'. They hang coats up and put lunchboxes away. Once they have entered the classroom, they do not leave again unless they have asked a member of staff. They sit down in seats as soon as they have entered the classroom and begin the morning task.

Playtime Behaviour

Children walk from classrooms to the playground using Wonderful Walking. At the end of play, they line up straight away showing Wonderful Waiting and walk back to classrooms using Wonderful Walking.

Lunchtime

Children use Wonderful Walking when walking to the hall. They use good manners by saying 'please' and 'thank you' when someone gives them food or a drink. They collect food and sit down straight away. They use a normal talking volume when in the hall. They should try to use a knife and fork correctly.