



**Behaviour Curriculum**  
**Procedures and Principles**



## The Bandon Hill Primary School Behaviour Curriculum

Welcome to our Behaviour Curriculum which covers Section D of the Greenshaw Learning Trust Behaviour Policy relating to School Specific Procedures. Our Behaviour Curriculum follows our 'Dare to Dream' philosophy with our five Dream Values as well as our three school rules - Be Safe, Be Kind and Be Ready.

Our Behaviour Curriculum is predominantly delivered through:

- Weekly Assemblies which focus on our behaviour routines
- Behaviour Curriculum Lessons which supplement the assemblies
- Our *Kapow* based PSHE subject curriculum
- All staff instructing children throughout the school day, praising adherence and challenging non-compliance using appropriate scripts for consistency



## Behaviour Curriculum Intent

*“Teachers often have a plethora of techniques in their repertoires to manage misbehaviour and low-level disruption within their classroom. However, whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly ‘manage’ misbehaviour. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.”*

### **Improving Behaviour in Schools, Education Endowment Foundation, 2001**

At Bandon Hill Primary School we want our children to be effective learners. We want them to possess the interpersonal skills required to be daring, resilient, enquiring, ambitious and motivated when they leave our school and move on to the next stages of their education.

To give them the personal tools to achieve this, alongside the academic curriculum, we also offer a Bandon Hill Behaviour Curriculum where children are explicitly taught the skills they need, and we expect, to ensure they are making every minute count.

To do this, we embed a number of taught routines which will create a school culture that reflects our ‘Dare to Dream’ mission statement. We teach these routines for the following reasons...

- All children have different prior knowledge in terms of behaviour.
- Routines that we embed support children to leave our school with our whole school values.
- Routines need to be explicitly explained, taught, practised and revisited regularly and consistently for them to become norms and change habits.
- Promotes making good choices easy and the poor choices hard.
- Ensures nothing is left to chance and all members of our school family know what is expected of them as a member.
- All built around intrinsic motivation. However, some extrinsic motivation is required to get there.
- Social conformity - making sure our culture is right so it doesn't influence others to make poor choices.

The intent of our behaviour curriculum is further embedded through our DREAM learning values.

## **Daring**

To be truly daring, children need to know the social expectations of the environment in which they work so they have the skills to thrive within the social norms and behaviour expectations of society. If schools do not explicitly design the school-wide habits they want to see, then the children will create their own instead – these may involve pushing, running, inappropriate language, lateness and other undesirable behaviours. Social contagion is also unavoidable: we unconsciously imbibe the social norms around us. When a child sees another child being pushed, they are more likely to do the same to another student and so on. This kind of social contagion is probably one of the main reasons why behaviour incidents spike across a school on certain days. Thankfully social contagion can work in our favour: when everyone else sits down quietly to complete the do-now task, you are primed to do just the same yourself. Within this environment children at Bandon Hill will be able to take risks and push themselves to dare, but in a safe environment.

## **Resilient**

In schools, the consistency of routines is the starting point for the growth of the habits that help young people develop into the adults we want them to become. The regular routine of starting every lesson with a quiet 'do now' task develops independence, patience and studiousness. A warm and welcoming personal greeting at the door creates a sense of belonging and encourages friendliness and openness. These are attributes and behaviours we want children to take into their adult lives.

Having explicitly taught behaviours and then learned habits, children at Bandon Hill will understand they operate in an environment where making mistakes is normal, but learning from mistakes makes us resilient in the face of adversity and problems which can be solved but may take systematic or resilient approaches. Children will only become resilient if given the chances to do so and at Bandon Hill, resilience will always be highly valued. Consistency will be the key to achieving this.

Consistency supports everyone, especially our most vulnerable students. These may be children with a defined SEND, children whose home lives lack stability or children who struggle to regulate their behavioural choices amid the multiple stimuli of a busy, thriving school. Typically, transition points of the day are difficult times for these students: the starts and ends of lessons; moving between lessons. This is why a school-wide policy of 'meet and greet at the threshold' and 'orderly dismissal' is so powerful. Not only do these strategies actively target the needs of vulnerable children by reducing the opportunities for poor behaviour choices at the crunch points of the day, but they also make the school a calmer, more purposeful place for all.

## **Enquiring**

To learn and then display enquiry skills, children should be given opportunities to approach problems and activities with the 'toolbox' to be able to work in teams or individually in an effective way to come to creative and enquiry-based solutions. Routines in our 'Behaviour Curriculum' support children to be enquiring in the learning. Firstly, a routine (aka habit) is essentially a chain of actions that gets executed on a cue (or prompt), all of which happens with minimal cognitive effort or conscious control. They achieve this cognitive efficiency by stripping out decision costs, reducing the amount of novel information that needs to be processed, and exploiting our ability to think less about the things we repeatedly do. Therefore the mind is open to the task at hand – to complete it efficiently without the worry of distraction, hopefully in a way that is enquiry based and using their own innate innovative and creative skills.

## **Ambitious**

It is an unfortunate fact that children will face inequality in the wider world. For this reason, the whole Bandon Hill school community needs to be incredibly ambitious for all our children so that they can thrive and even change the status quo of the world. A child may be well taught and supported in their learning but if they have not been taught effective routines and behaviours to operate at their most efficient and within the expectations of society, they will not be able to access many opportunities, regardless of their academic outcomes.

Our Behaviour Curriculum aims to prepare children to be good citizens in the future and enable ambition in themselves.

We want exemplary behaviour to be an unspoken expectation by 'making it easy to behave and hard not to' through:

- Having clear and concise rules, routines, rewards and consequences that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see;
- Adapting our approaches, where needed, for specific children with additional needs

## Motivated

Established routines allow the teachers to spend less time managing low-level behaviour issues in a reactive manner to reducing the behaviour management burden by ensuring the children learn and then display positive routines all of the time. This allows the freeing up of teacher cognitive capacity to monitor learning and be more responsive.

With a taught behaviour curriculum, with responsibility shared by all staff and children in the school, with weekly assemblies and then reinforcement in the classroom, teachers are free to deliver an exciting curriculum which motivates all children to be excited about their learning. Established taught routines do not stifle creativity and motivation but release it by freeing our young inquisitive minds to feel happy pursuing their education in a safe and structured learning environment. Routines relevant and suitable to our youngest children are first taught in Reception, with all routines taught and implemented throughout KS1 and KS2.



## Implementation

In order for children to behave well they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our academic week begins with a 'Creating Culture' assembly and is dedicated to introducing and rehearsing behaviours. Our Behaviour Curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Children can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers dedicate plenty of time each week reminding, practising and reinforcing these behaviours and continue to do so throughout the year, as necessary.

The implementation of our behaviour curriculum, aligned with our 'Dare to Dream' philosophy, is lived each week by following the schedule below...

### **Monday –**

Two assemblies delivered by the Deputy Headteacher. Sometimes these are whole school, whilst other times these are split into KS1 and KS2, and sometimes Reception depending on the content. Each week there is usually a different theme such as 'Fantastic Walking', 'Star Sitting', 'Legendary Lining Up' and 'Silent Signal'.

### **Throughout the Week -**

Teachers reinforce the theme within the classroom, through discussion and high expectations, referencing displays of the children's effective implementation of the routines. All staff share a 'Script' throughout the school, following a set of principles that praise good practise of routines and point out incorrect displays by focussing on what is correct and then what needs adjusting. It is expected that the prescribed scripts are used by adults at all times, in the classroom, the corridors, the playground, the halls and when on school visits or off-site activities.

### **Friday -**

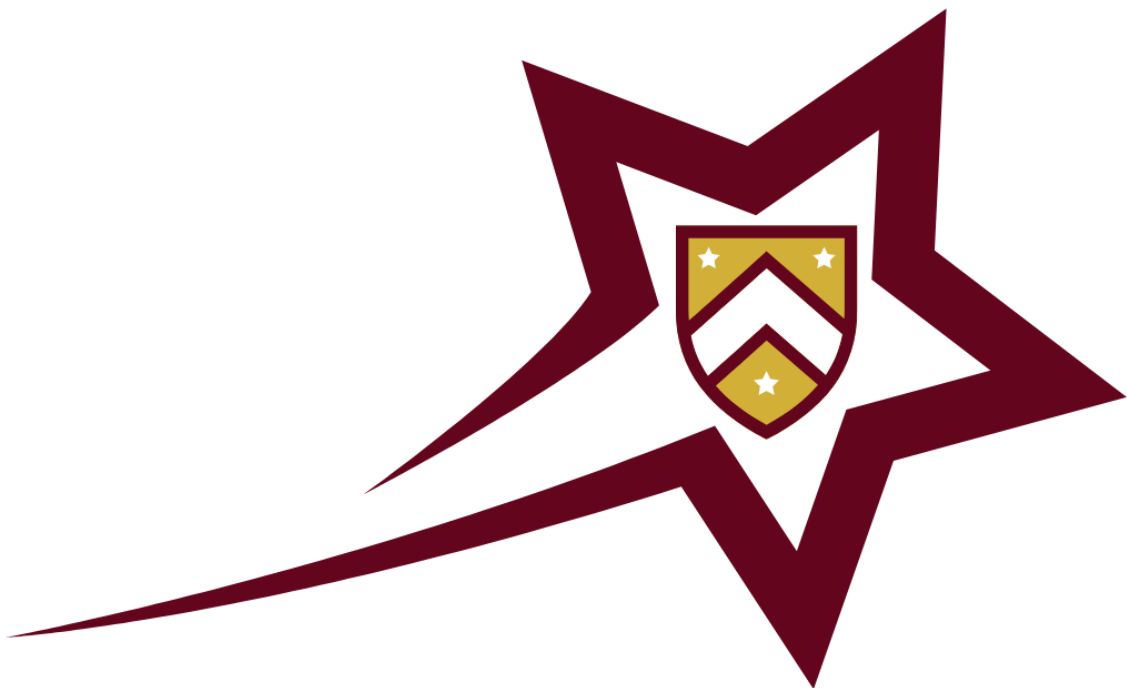
The Headteacher leads a 'celebration assembly' where certificates are rewarded for our 'Dare to Dream' headings but children who have shown particular adherence to the week's focus behaviour routine are also praised.

We also have periodic staff training in implementing the behaviour curriculum and creating an environment where children and staff follow routines, share scripts and are fully aligned to our 'Dare to Dream' ethos.

## Impact

The Behaviour Curriculum was launched in the 2023/24 academic year. We continue to measure the impact of the curriculum in the following ways.

- Pupil Voice (monthly)
- Weekly monitoring by the leadership team, particularly the Deputy Headteacher to ensure the adherence to scripts and the shared routines which are being taught.
- Staff, Pupil and Parent Surveys
- Analysis of BromCom behaviour data (our online method for recording unwelcome behaviours)

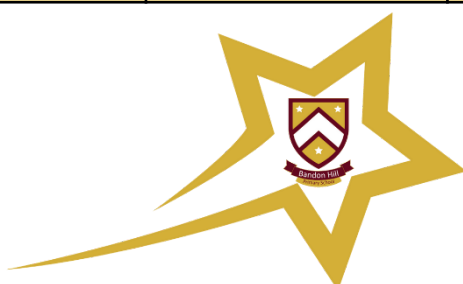


## Behaviour Recognitions

We are proud of our Behaviour Curriculum and we recognise when our pupils are adhering to the policy and being good role models to others in the following ways.

Bandon Hill Primary School Behaviour Recognitions				
Frequency	Recognition	For What?	Who	Where
Daily	Verbal praise and encouragement	Following the school rules and for applying the five school character values	All adults	Everywhere
	Smiles, positivity and strong role modelling by adults.	Following the school rules and for applying the five school character values	All adults	Everywhere
	Recognition board (See Paul Dix)	A specific class focus for that lesson or day or week (e.g. saying please and thank you)	All adults in class	Classrooms
	House Points	Awarded for the three school rules, the five Dream values and Behaviour Routines - staff guide of what equates to 1, 2 or 3 House Points can be found in Appendix.	All adults across school	HP totals in assembly
	Headteacher/Deputy Headteacher sticker	Following the school rules and for applying the five school character values	All adults in class	Headteacher/Deputy Headteacher office
	Birthday non-uniform day	Children can choose to wear non-uniform or their birthday (or date near it if birthday is in holidays).		

<b>Bandon Hill Primary School Behaviour Recognitions</b>				
<b>Frequency</b>	<b>Recognition</b>	<b>For What?</b>	<b>Who</b>	<b>Where</b>
<b>Weekly</b>	Bandon Hill Learning Values Certificates (Dare to Dream) based on 5 'Dream' Character Values.	Following the school rules and for applying the five school character values over the week.	Teachers	Friday Achievement Assembly (Headteacher)
	Headteacher Reward	Going above and beyond in a special way that fits within the 5 Dream Characteristics.	SLT	Friday Lunchtime
	House Point winners - winning house announced (scores kept and added to termly tally)	Following the school rules and for applying the five school character values	House Captains	Assembly
<b>Half Termly</b>	Half Term Treat for House with highest house points of half-term (Mufti – Day and an extra playtime)	Following the school rules and for applying the five school character values	SLT	Assembly and Playground
	Child with Be Kind Reward, Child with Be Safe Reward, Child with Be Ready Reward (Trophies to take to class and won on behalf of class)	Being seen following Behaviour Curriculum Focus during DHT learning Walks	Chosen by Wellbeing Ambassadors/Deputy Head teacher	Assembly
<b>Full Term</b>	House with highest points of term has special treat eg: School Visit/time in local park  Individual children will also receive certificates for achieving 100+, 150+ and 200+ house points.	Following the school rules and for applying the five school character values	All Adults	Assembly/Visit



## Behaviour Sanctions

Sometimes children need support following the behaviour curriculum. Here are the sanctions teachers and learning partners use at Bandon Hill Primary School.

Bandon Hill Primary School Behaviour Sanctions			
Stage	Approach	Detail	Supporting Structures
1	Non-verbal cues Reposition yourself near pupil to redirect them Positive praise of those making the right choice	Use of Warning Script (as privately as possible) from Behaviour Curriculum (see opposite)  Use of Follow up Script	Behaviour Curriculum Routines  Initial warning script...  <i>I noticed that you chose to *insert behaviour*, this is a reminder that I need you to be safe/kind/ready. 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</i>
	Explain that pupil needs Time Out away from the rest of the children - 10 minutes within the classroom.	10 minute time for reflection time (sand timer). Use of Reflection form (Ks1 or KS2) to support their reflection while they rest (see appendix)	Follow up warning script...  <i>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.</i>
	Restorative conversation on return	Restorative conversation as close to their return to class as possible using the script (linked to the laminated prompt card)	Repeated behaviours or time spent in reflection should be added to BromCom along with other behaviour incidents by the adult issuing the sanction.  If the Stage 1 actions do not result in the correction of the displayed behaviours, escalate to Stage 2.

2	Reset time away from the main class activity - either in class or with year group lead (or partner class if year group lead unavailable) for Time Out and then time working away from class to compensate for lost learning time with duty SLT member at lunch (according the lunchtime SLT duty rota).	Ten minute reset period and then 30 minutes working away from class. Return to class for the restorative conversation.  Teacher records on BromCom and teacher informs parents.	Behaviour Curriculum Routines  Following script...  <i>I noticed that you chose to *insert behaviour*. You need to:</i> <ul style="list-style-type: none"> <li>● Move seats</li> <li>● 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).</li> <li>● Have 5 minutes reflection time out of class</li> <li>● Conversation with class teacher</li> <li>● Have a discussion with me at breaktime/lunchtime</li> </ul> Here is a reflection sheet to help you focus. I will come and speak to you in 5 minutes.  Behaviour Profile Letter if this happens 2 or 3 times over a ten day period (Letter to Parents)  If the Stage 2 actions do not result in the correction of the displayed behaviours, escalate to Stage 3.
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Bandon Hill Primary School Behaviour Sanctions			
Stage	Approach	Detail	Supporting Structures
3	Extended time with SLT working away from class for a period of time that day.	Teachers will provide work for the pupil to complete.  Teacher records on BromCom and teacher informs parents.	Behaviour Support Plan agreed with SLT.  Following script.  <i>I noticed that you chose to *insert behaviour*. I will now contact *Insert member of SLT* 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.</i>
4	Extended time with SLT working away from class the following day (internal suspension)	All internal suspensions must be communicated to parents by SLT.	<i>Child escorted to or collected by</i>

			<i>designated adult.</i> <i>For remainder of lesson or specified time within the day</i> <i>Teacher to provide learning and reflection sheet for the child to complete</i>
	Fixed Term Suspension	Fixed term suspension must be authorised and recorded by headteacher or deputy headteacher	Fixed Term Exclusion Guidance
5	Potential Permanent Exclusion	Permanent exclusion authorised by headteacher.	Permanent Exclusion Guidance

Further guidance on sanctions at Bandon Hill Primary School...

- House Points are not to be removed from children once they have been earned.
- Children should not be sent out to stand outside the classroom.
- There should be no whole class sanctions (such as the whole class missing playtime).  
On occasion the teacher may wait for the the class to be quiet in the line (See Legendary Lining, Silent Signal) when following a behaviour routine.
- The Behaviour Curriculum is to be observed by all staff and children who are on the Universal Tier of our 'Graduated' approach to behaviour. Modifications to the rules are made based on a small number of children in different tiers, often based on SEND or other considerations.

## Appendix A

### Awarding House Points Guide

Number of Points	Positive Behaviours
1	Following class rules, good examples of behaviour routines eg: Fantastic Walking, Star Sitting, Legendary Lining Up, examples of following the five Character Values, examples of following the three school rules  Who can issue single points? All adults <u>and Senior Prefects</u>
2	As above but for children going the 'extra mile' such as excellent contributions to ABC Habits of Discussion, great examples of kindness to others, intentionally following a character value and explaining how that value has been met  Who can issue single points? All adults
3	Examples of the above worthy to gain 'Headteacher Award' certificates  Who can issue single points? All adults

**Recording House Points** - Teachers and other adults in the class will log points in their classroom (on a whiteboard for example or straight onto Bromcon if they prefer) and then at the end of the week enter these on BromCom (unless they have not been added beforehand). The school office will then use these numbers to generate certificates at the end of each term for children who have achieved 100, 150 and 200 points.

## Appendix B

### Houses at Bandon Hill Primary School

#### Mason House



**Gary Mason**

British Heavyweight boxing champion who lived on Sandy Lane South.

#### Shanahan House



**Eileen Shanahan**

A successful poet who lived locally in Blenheim Gardens.

## Widdowson House



### **Elsie Widdowson**

A chemistry scientist and nutritionist who first added vitamins to food and planned the UK rationing during WWII. Born in Wallington and later moved to Dulwich.

## Weir House



### **David Weir**

Six time Gold medalist in the Paralympic games, eight time winner of the London Marathon and appointed CBE and OBE. Born in Wallington and still lives here.

Appendix C

## KS1 Reflection Form

Name:

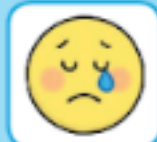
Class:

What happened?

How did you feel?



stressed



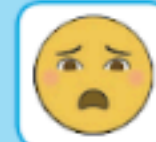
upset



nervous



angry



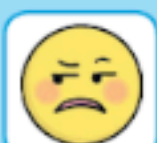
worried



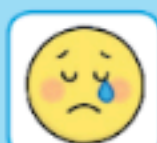
other

What can you do next time?

How do you feel now?



stressed



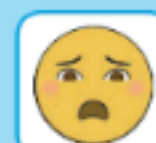
upset



nervous



angry



worried



other

Are you ready to return to the group?



Appendix D

# KS2 Reflection Form

Name:

Class:

<b>What happened?</b>	<hr/> <hr/> <hr/> <hr/>
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<b>What did I do?</b>	<hr/> <hr/> <hr/> <hr/>
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<b>What did other people do?</b>	<hr/> <hr/> <hr/> <hr/>
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<b>What could I have done differently?</b>	<hr/> <hr/> <hr/> <hr/>
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<b>What have I learnt?</b>	<hr/> <hr/> <hr/> <hr/>
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