



Learning Together, Learning for Life

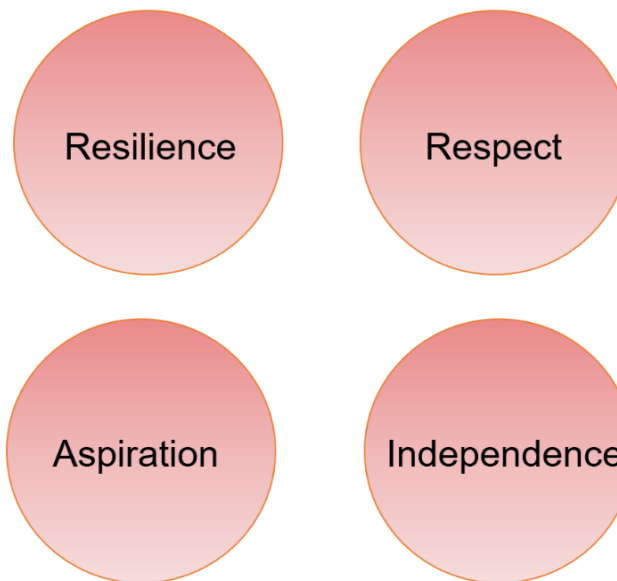
# Reed First School Behaviour Curriculum

At Reed First School, we recognise that all behaviour is communication and understand the importance of all children being taught how to make prosocial choices and what this looks like. We believe in the importance of teaching pupils behaviours to help them to thrive in the school environment. **We see all adults both at home and school as role models, leading by example, working together to reach the end points.** Staff recognise and understand the impact that adult behaviours can have on the learning, behaviour and wellbeing of pupils and of each other and we have a collaborative agreement to do and be our best at all times. Staff demonstrate that they hear and see every child in building rapport and establishing positive relationships with them. They recognise, acknowledge and reinforce good behaviour as often as they can. Teachers are the ambassadors for modelling and promoting excellent behaviour with their classes. Excellent teaching and learning supports excellent behaviour and this is acknowledged and celebrated.

Our vision is to have a school which is warm and inclusive, a place where families are welcomed and involved as part of our community. Our children's experiences are memorable and take into account their individual needs, interests and aspirations. Staff encourage and model growing minds and celebrate those who independently seek challenge and show resilience as part of the learning journey. Pupils become confident life-long learners who leave us ready for the next stage of their learning for life and as citizens of the future.

Our behaviour approach is in line with the Therapeutic approach where we equip pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

### Reed First School Values:



## Teaching Behaviour for Learning

At Reed First School, we aim for all children to be secure in the following behaviours for learning. These behaviours do not just happen but are modelled both at home and school in order to be taught and become a natural part of every child's behaviour. These behaviours are taught explicitly through our Personal, Social, Health Education – Jigsaw lessons and assemblies which are driven by our Jigsaw themes and four core values. Reasonable adjustments are made to support children in achieving these. For the following areas of social skills, learning skills and organisational skills, the statements have been broken down into Key Stage groups to set clear expectations to enable our children to be ready for the next stage in their journey as a respectful, independent, aspirational and resilient member of society.

Social Skills		
EYFS	Key Stage One	Key Stage Two
Understand 'no'	Understand and respect the word 'no'	Understand and respect the word 'no' and feel confident to say no when needed
Say please and thank you after a reminder if needed	Say please and thank you automatically	Say please and thank you automatically with a clear understanding of why
Play and learn with other children respectfully	Allow others to learn by using the right type of voice	Have a clear understanding that my actions make a difference to the learning of all
Listen to others	Know when learning needs to be done quietly	Respect requests for a change in behaviour
Share resources and equipment	Allow others to learn by avoiding any distractions	Make sure I have everything ready to be fully focused on the task in hand
Take turns in games	Take turns to speak	Take turns to speak and show that you have listened with your eyes as well as your ears
Talk to my friends while playing and at social times like snack time	Talk to my friends at social times and where talk will help my learning	Know independently when talk time is useful
Follow one instruction at a time from the adult quickly	Follow more than one instruction quickly from familiar adults without question	Follow multiple instructions quickly and without question
Listen to ideas from my friends and adults	Make use of more ideas my friends and adults give me and any next steps	Make use of all next steps given and know how to make my learning even better
Know how it feels to win and lose	Know how it feels to win and lose and how to cope with this	Know how it feels to win, lose, cope with this and support others who find it hard
Say well done to others	Say well done to others and explain why	Give and receive compliments
Share what I have been learning with others	Answer questions others may have about my learning	Explain clearly what has been learnt and how
Sit in my own space and know that we all need our own space	Be aware of the space around me and whether those around me are comfortable	Ensure the whole class are in a comfortable place and that my actions are helping this
Use kind words and kind hands	Know that my actions make a difference to those around me	Be aware of the consequences of actions and think before I do
With support, manage times when others are unkind	Know what to do if someone is unkind	Be able to attempt to resolve conflicts myself but know when and how to involve adults for support
Know that there are similarities and differences between us all	Know what makes me unique; know that we are all different and celebrate this	Respect our uniqueness and different points of view
Let the adult know when something has gone wrong	Admit if something hasn't gone to plan	Be quick to admit to own mistakes and identify ways to rectify the situation
Be able to show I am sorry	Recognise when my behaviour choices need to change	Recognise when my behaviour choices need to change and find ways to do so with growing independence

## Learning Skills

EYFS	Key Stage One	Key Stage Two
Learn with friends and adults through play	Join in and listen to teacher input	Contribute to whole class teaching by participating, collaborating and showing compromise
Choose learning independently	Know what is in the classroom to help me	Know when to ask for help
Stick to my tasks	Make links in what I am learning to what I know	Know what I need to do to be successful
Happily move from child initiated learning to adult directed activities	Follow the visual timetable accepting any changes to the day	Follow the routines of the day with self - management
Know mistakes will happen	Make mistakes and learn from them	Make mistakes, learn and move on
Notice things in the environment around them	Share ideas with others	Share ideas and incorporate them
Use equipment safely and carefully	Show control over the equipment used in my learning	Choose equipment to suit a particular job
Take more time to complete tasks	Know what a successful task looks like	Have a clear plan for the end result of a task
Show pride in my learning	Choose what has been successful in my learning and why	Identify what has been successful and use this to continue to succeed
Understand how I am feeling	Understand how I am feeling makes a difference to my learning	Understand how my feelings can impact my learning and how to feel ready to learn
Set short term goals	Set my own goals both short term and long term	Set my own goals and monitor my progress

<b>Organisational Skills</b>		
<b>EYFS</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
Come in to class by myself and put my own things away	Wait calmly with parents, friends and carers at the start of the day	Arrive at school knowing I have everything with me that I will need for the day ahead
Look after the classroom and its resources	Enter the classroom independently and calmly and quietly putting all of my things away	Wait calmly with friends at the start of the day
Know the routines at the beginning and end of the day and at lunchtime	Follow the daily repeated routines independently	Take full responsibility for my books; their presentation and care
Know where to put my learning to keep it safe	Find the resources I have been asked to use or ones which I choose to help me	Plan my work before I start
Go to the toilet when I need to or am asked to, flush and wash my hands	Try to choose times to go to the toilet when I won't miss an important instruction	Try to go to the toilet at break times or at least where learning will not be missed
Know how to name my work	Tidy all resources away once used whether used by me or someone else	Make excellent use of my time
Put my own coat on	Take growing pride and responsibility in my work	Find and use resources in class to support my learning independently
Use cutlery to eat my food and try to cut some food myself	Hold my cutlery correctly and cut my own food, eating with my mouth closed, tidying any mess I make myself	Use my skills when eating to be able to support my buddy to learn
With some help, pour myself a drink of water	Pour myself a drink of water	Help younger children to pour a drink of water
Change for PE with some support	Change for PE independently within 10 minutes	Change for PE independently within 5 minutes
Change my shoes for wellies	Start my learning quickly once I know what to do	Make sure my home school communication book has been updated
Show my family what is in my book bag	Make sure I give my home school communication book to my parents / carers	Collect my things independently at the end of the school day leaving nothing behind
Carry some of my belongings home	Carry most of my belongings home	Carry my own belongings home
Take some responsibility around the school for keeping our shared areas tidy	Take some responsibility around the school by taking on jobs and joining committees	Take a growing responsibility around the school by taking on more jobs and responsibilities and leading others

## Linked policies

- ❖ Positive behaviour policy
- ❖ PSHE policy
- ❖ Child Protection policy
- ❖ E-safety policy
- ❖ Equality information and objectives policy
- ❖ Mental health and wellbeing
- ❖ Anti-bullying policy