



‘The St. Botolph’s Way’

Behaviour Routines Curriculum

‘Find Your Fantastic’



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching	Explicit teaching of the full 'St Botolph's Way Way' curriculum	Ongoing revision of content	Longer recap of 'St Botolph's Way! Way' curriculum	Ongoing revision of content	Longer recap of 'St Botolph's Way" curriculum	Ongoing revision of content

Our Vision

Find your Fantastic



Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.

Values

Unwavering consistency – every one is responsible

At St Botolph's we develop children's behaviour and character through the 'St Botolph's Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We also know that good learning behaviours help children to learn in a calm, orderly environment. We focus on one core value each half-term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendship	Compassion	Trust	Respect	Perseverance	Courage

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term. At the start of each term, the 'St Botolph's Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. All adults reinforce these expectations **consistently**. **Everyone is responsible for this and it needs unwavering consistency.**

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 important that all school 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 pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Induction

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 be applied at all times when teaching the curriculum.

EYFS

As children in EYFS are still learning about their own personal boundaries, the difference between right and wrong and their ability to understand consequences, the application of the routines in the following policy will slightly differ. The staff and children within the EYFS and will aim towards as many of the routines and expectations they can in line with child development expectations for the child's age. Therefore, the adaptation of the consequences will occur and will not fall in line with that of main school. We will however still take a strict stance on physical violence/abuse outside the normal development of the child.

Fantastic Walking

I know that we walk around school using **Fantastic Walking**.

I know that Fantastic Walking means:

- I know I face forwards with my shirt tucked in
- I know I walk at a steady pace,
- I know that I do not talk
- I know that I should walk in a straight line and single file
- I know that I walk on the left-hand side of the corridor
- I know that when my teacher puts their hand up then I stop and look and am silent

I know the 1,2,3 signal routine for moving around the classroom

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs / to the line
- Hold up three fingers: children sit down and prepare to read or write / children start to walk silently

I know that 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.

Role of the adult

- Lead the children out at set times
- High expectations -insist on fantastic walking at all times
- Positive praise and recognition of fantastic walking
- Consistently use the 1-2-3 routine for moving around the classroom

Fantastic Listening

I know that we use **Fantastic Listening** in class.

- Magnet eyes - my teacher points to their eyes with two fingers which means my eyes should be on the teacher and my body is still
- Face the listener with nothing in our hands
- Always sit up straight
- Never interrupt
- Track the speaker- **children reminded to look at the speaker when talking**
- sit in our chairs properly with our feet on the floor and all the chair legs on the floor

Team Stop

- I know that when an adult raises their hand, I stop what I am doing, and raise my hand silently
- **I put anything down that is in my hand and look at the person that is speaking**
- I know that if someone next to me has not done this then I tap them gently on the arm to get their attention

I know that we do this so that we can hear instructions and can learn.

I know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

I know that pupils who do not follow school rules will have a consequence for this.

Role of the adult

- High expectations – ensure that everyone is listening before speaking
- Reinforcing what fantastic listening looks like
- Team stop – ensure that everyone raises their hand and stops what they are doing
- Positive praise

Fantastic Manners

- I know that you should always say '**please**' when you are asking for something.
- I know that you should always say '**thank you**' when you receive something or someone does something nice for you.
- I know that you should let any waiting adults through a doorway before walking through yourself.
- I know that you should say '**Good morning/afternoon**' to adults if spoken to.
- I know that it is polite to give **eye contact** to the person you are talking to. I know that it is important to show **gratitude** to others by thanking people for what they have done for you.

I know that we do this so that we can hear instructions and can learn.

I know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

Role of the adult

- Model polite manners
- Remind children
- Positive praise
- Speak to children respectfully

Fantastic Presentation

- I know that I must set my work out neatly in my books and take care over my presentation
- I know that each piece of work needs a date and learning objective
- I know that you must use 'one square, one digit' when writing in maths books.
- I know how to underline titles using a ruler.
- I know how to correct mistakes by drawing a straight line through my work.
- **I know that I keep my classroom tidy and tidy up after myself**
- **I know that this includes keeping my environment and classroom tidy**
- **I know that this includes wearing the correct school uniform, footwear and PE kit**

I know that we do this because we take pride in our work and classroom and want to be the best we can be.

Role of the adult

- Model how to set out work neatly
- Have high expectations
- **Ensure that this is rigorously followed and parents are contacted**

Other routines

Classroom routines

- I know the order that you always line up in (alphabetical order).
- I know who you stand in front of and who is behind you.
- I know that you should line up without leaning against the walls while moving around school.
- I know that when you come into class on a morning you do the morning task (arithmetic) silently.
- I know that you do not move out of your seat during lessons.

Resource distribution

- Books are on the edge / centre of the table at the start of a lesson**
- On person hands them out in silence (either in rows or around the table)**
- Monitor selected to distribut**

Playtime Behaviour

- I know that you must walk from your classroom to the playground using Fantastic Walking.
- I know that you must play safely without hurting anyone.
- I know that we do not 'play fight' because we may hurt someone by accident.
- I know that you must be **kind**, by including people in your games and sharing equipment.
- I know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- I know that, when the bell rings, you must line up in your lining up order quickly.
- I know that when an adult does the "stop" sign then I am silent and look at the grown up.

Lunchtime

- I know that when the bell rings I stand still and do "team stop"
- I know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
- I know that you should finish what you are eating before leaving your seat and take your cutlery back
- I know how to use good manners during lunchtime, particularly when receiving food from the school kitchen & talking to midday supervisors.
- I know that the midday supervisors will do the stop sign and I will go out to play when my class is called

School Uniform

I know that school uniform consists of:

- Dark trousers, black or grey skirt, white shirt, white blouse or polo shirt, school sweatshirt and black shoes.
- School skirts / PE shorts must be an appropriate length.
- Dark shorts can be worn in the warmer weather as can green check dresses.
- I know that all shirts must be tucked in.

Jewellery

I know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.

PE

I know that, for PE, pupils must wear black / navy shorts or black / navy tracksuit bottoms, plain white T-shirt, trainers for outside.

A plain black or navy sweatshirt / hoodie can also be worn in colder months.

Earrings must be removed or covered for P.

Attendance and Punctuality

I know that you must try to attend school every day.

I know that you must try to arrive at school on time every day.

I know that attending school on time every day is important so that you don't miss important learning.

Behaviour outside of school

I know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

I know that you should be considerate of other people arriving and leaving school.

I know that being considerate means thinking about other people's needs, wishes and feelings.

I 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.

I know that the St Botolph's Way curriculum must be followed at all times.

I know that all pupils follow the St Botolph's Way curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

