



Behaviour Curriculum  
2024

## Establishing and Maintaining 'The Purwell Way'

### **Curriculum Introduction**

This year we have invested a significant amount of time in developing a refined curriculum to give our pupils access to the very best curriculum content. This ensures that pupils secure a solid base to build on as they move through school, into Key Stage 2, and beyond. Our curriculum is ambitious and goes above and beyond the requirements laid out in the national curriculum.

The Purwell School curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and a wide understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. As pupils learn the content of the curriculum they are making progress. We have developed a curriculum built on current research regarding how memory works to ensure that children are taught things in a way that ensures that they can remember the curriculum content in future years.

We make use of accumulative quizzes to check and activate prior knowledge to ensure our pupils are able to understand and remember new things they are learning. We understand that knowledge is 'sticky', in other words, the more pupils know, the easier it is for them to know more.

### **Our Behaviour Curriculum**

At Purwell School we recognise that, in order to create a safe environment for all our pupils where they can maximise their learning, we must maintain the highest possible standards of pupil behaviour.

We have researched best practice at other schools and have adapted a curriculum for behaviour, which we call The Purwell Way. This document sets out the rules and routines that we explicitly teach pupils. We believe this helps to build pupils' character by supporting them to develop the habits and attitudes that will enable them to succeed in later life.

### **Overview of the content: all year groups**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Explicit teaching of the full curriculum content	Ongoing revision of content	Longer recap of curriculum	On going revision of content	Longer recap of curriculum	Ongoing revision of content

At Purwell School 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 put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

### **Teaching the behaviour curriculum**

The curriculum is taught explicitly during the first weeks in Autumn term alongside the National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, 'The Purwell Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshein including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each 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, playtime or assembly. It is expected that all pupils will know this content. As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows:

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 essential 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.

### 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. Reasonable adjustments must be made, and sensitivity applied, when teaching the behaviour curriculum.

### Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

#### Our Key Principles

Know that there are three behaviour principles in school.

These are to

- be respectful,
- be responsible,
- be ready to learn.

Know the following examples of these three principles –

Be Respectful	Be Responsible	Be ready to Learn
Say please and thank you Hold doors open for adults Talk kindly to other pupils Say good morning/ afternoon to adults	Completing homework on time Remembering to bring equipment to school Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting still Listening carefully to the teacher Giving the teacher 100% of your attention Working hard on tasks given Being in the right place at the right time

Know that if you respect someone, you have a good opinion of their character or ideas.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Know that pupils who do not follow the key principles and the school rules will have a consequence for this.

#### Moving Around School

Know that we walk around school using **Fantastic Walking**

Know that Fantastic Walking means –

- Facing forwards
- Walking at a steady pace

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.

#### Classroom routines

Know that we use **Fantastic Listening** in class.

This means that we --

- Face forwards, hands together

- Always sit up straight.
- Never interrupt.
- Track the speaker

Know that we all use Fantastic Listening to ensure everybody is able to learn without distractions.

Know the order that you always line up in.

Know who you stand in front of and who is behind you.

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out and collecting exercise books in the classroom.

Know that you should aim to go to the toilet at playtime or lunchtime, rather than during lessons.

Know that you need to get equipment out ready for the lesson and to look after it.

Know how to put your hand up quietly to answer a question or participate in discussion.

Know that it is important to speak loudly and clearly when sharing answers so that everyone can hear.

Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.

Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

### **Speaking in Class**

Know that we use 'SHAPE your answer' to help us to speak clearly in class . Know that this stands for:

- Sentences- pupils know that they must answer in full sentences when appropriate
- Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking
- Articulate- Pupils know that they must pronounce words clearly
- Project- Pupils know that they must speak with a voice which is loud enough for everyone in class to hear
- Eye Contact- Pupils know that it is polite to look at the person you are speaking to

### **Completing work in books**

Know how to set out work in books according to the Purwell School Presentation Policy (see separate document).

Know that each piece of work needs a date and title.

Know that you must use 'one square, one digit' when writing in maths books.

Know how to underline titles using a ruler.

Know how to correct mistakes by drawing a straight line through your mistake.

### **Manners**

Know that we use 'STEP to politeness' at Purwell School to make sure we are always polite to each other

Know that this stands for-

- **Smile** - pupils know that they should be positive and upbeat when talking to adults and each other
- **Thank You**- pupils know that they should say 'thank you' when they receive something, or someone does something nice for them.
- **Excuse Me** - pupils know that they should say 'excuse me' if someone is in their way
- **Please** - pupils know that they should always say 'please' when they are asking for something.

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you

### **Playtime Behaviour**

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be kind, by including people in your 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, you must line up in your lining up order quickly.

**Lunchtime**

Know where you line up for lunchtime when you are called.

Know you must walk to the dining room in line, not pushing in, or letting anyone else push in.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)

Know that you should aim to finish what you are eating before leaving your seat.

Know how to clear away your tray and cutlery.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.