



KALEIDOSCOPE
Multi Academy Trust

Kaleidoscope Multi-Academy Trust
Behaviour Curriculum

2023-24

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From EYFS to Y6	Explicit teaching of the full behaviour curriculum Content 1-2 Weeks	Ongoing revision of content	Longer recap of the behaviour Curriculum Whole School Assembly	Ongoing revision of content	Longer recap of the behaviour curriculum Whole School Assembly	Ongoing revision of content

Introduction

In Kaleidoscope schools we develop children’s character through our Behaviour Curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow from school ready children into adults who are polite, respectful, safe, and considerate of 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. In this way our school has a positive culture which enhances teaching, learning personal/social development and the opportunities we can offer our children. For this Behaviour Curriculum to be effective, it must be applied consistently by all member of staff in all school contexts. Everyone is responsible for modelling and managing behaviour throughout the school at all times.

Teaching the curriculum

The curriculum is taught explicitly during the first two weeks in the autumn term alongside the traditional 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 Behaviour Curriculum is revisited with pupils in assemblies/collective worship and in class. It will continue to be reinforced throughout the year to ensure that should a visit from one of the senior leaders take place, they will see the similar behaviours being carried out across the Trust. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Rosenshine including regular quizzing to check and strengthen retention. This links to the Kaleidoscope Approach to Pedagogy. Teachers will also demonstrate these behaviours and ensure pupils have time 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. It is expected that all pupils will know this content.

Work and a training plan will be put in place including developing a bank of stem sentences and video clips demonstrating the curriculum behaviours Kaleidoscope Schools require to support the teaching of the Behaviour Curriculum.

Understanding what a good model looks like is the key to creating long term recall.

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. Any adjustments will be reasonable and detailed within specific individual plans using the Team Teach PHP template. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

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

Behaviour

Know that there are three behaviour expectations visible throughout the whole school. These are to

- **be ready,**
- **be respectful,**
- **be safe,**

Know the following examples of these three principles –

Be Respectful	Be Ready	Be Safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow staff instructions	Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate.

Our routines:

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 being silent and responding with STAR.

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Listening Learners

Why? We all do listening learners to ensure everybody is able to learn without distractions. Know that pupils who do not follow school rules will have a consequence for this.

We use **Listening Learners** in class. This means that we use STAR -

- S** - Sitting or standing up straight
- T** - Tracking the teacher
- A** - Attention at all times
- R** - Respect towards others

Each classroom will have a display of the STAR for pupils to reference at all times.

Wonderful Walking

Why? 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.

We walk around school using **Wonderful Walking**

Wonderful Walking means -

- Facing forward
- Walking in a straight line
- Sensible hands
- Without talking
- Without leaning on walls whilst waiting

Careful contributing

Why? We use careful contributing to be given every chance to explore or discuss our learning and that we can be listened to ensuring my opinion is valued.

We expect all children to contribute in class. Careful contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Arriving at school at the beginning of the day

Why? We want to ensure that we are prepared for the day and we are in a calm and ready position for our learning.

- I arrive on time to school.
- I walk calmly to our classrooms.
- I greet staff with a smile and a 'good morning'.
- I put my belongings away in the right places.
- Once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Transitioning within a lesson and at the end of a lesson

Why? We don't want to waste our valuable time in our learning when changing between lessons or when we finish a lesson and move to another part of the building.

When the teacher signals **(1)** I should stop what I am doing.

When the teacher signals **(2)** I should tuck my chair in if seated and stand up if sat down or pack my book away from the lesson.

When the teacher signals **(3)** I should move to my table/line up or get my next book ready in front of me.

When I am lining up, I should be quiet.

Using good manners

Why? We want everyone to be kind and respectful to everyone at all times.

I should always say '**please**' when I am asking for something.

I should always say '**thank you**' when I receive something or someone does something nice for me.

I should say 'Good morning/afternoon' to adults if they have initiated the conversation.

It is important to show **gratitude** to others by thanking people for what they have done for me.

A calm and polite tone is respectful.

Playtime Behaviour

Why? We want everyone to feel happy and safe during playtime so that we can be friends and enjoy our own free time.

I must walk from my classroom to the playground using Wonderful Walking.

I must play safely without hurting anyone.

I do not 'play fight' because I may hurt someone by accident.

I must be **kind**, by including people in my games and sharing equipment.

Someone who is kind behaves in a gentle, caring, and helpful way towards other people.

When called, I must line up in my lining up order straight away.

I must walk back to my classroom using Wonderful Walk

Lunchtime

Why? We want everyone to enjoy their lunch in a peaceful and calm setting and that everyone contributes to a clean dining hall.

I use Wonderful Walking when walking to the hall.

I line up in silence to be served.

I collect my food and sit down straight away.

I should use a normal talking volume when in the hall. I should not be raising my voice.

I should use a knife and fork correctly.

I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

I should not leave my seat once I have sat down.

Once I have finished, I raise my hand to let the staff know I have finished then I clear any rubbish from my table and empty any leftover food into the correct bin and walk outside.

I use wonderful walking when leaving the lunch hall

(This will vary from school to school due to logistics and space used)

Completing work in books

Why? We want everyone's book to be well presented and clear for anyone who wishes to read our learning. We want to respect our work, be proud of it and show it in the best way possible.

I should always work on the next available page unless told otherwise.

I should date every piece of work.

If I am writing a title, I must underline it with a ruler.

I should always write neatly and clearly, with joined up handwriting relating to my year group.

I should always start writing from the margin.

In maths I should use one digit per box.

In maths I should always leave a one square space between calculations.

Whenever I am drawing lines, I should use my ruler.

I correct mistakes by drawing a straight line through your work or using a pencil, pen or purple pen.

I stick anything in straight and centred on the page.

End of the day routine

Why? We want to ensure that we are ready to go home with all our belongings and that everyone exits the class safely.

When my teacher signals **(1)** I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

When the teacher signals **(2)** I should stand up and tuck my chair in or stand up if on the carpet.

Know when the teacher signals **(3)** I should move to my line space quietly.

I should wait quietly whilst my class is dismissed.

General classroom expectations

Why? We want to ensure that everyone in the class understands the high expectations in place so that we have a fantastic class that we are proud to be in and that we are responsible for.

I should stay in my seat during a lesson unless I have asked to do so or it is for an appropriate task .

I should be using the toilet at break and lunchtime so as not to interrupt learning time.

I should not have any objects on the table that distract me from my learning.

It is my responsibility to keep my table clear from clutter.

I have a responsibility to ensure that the classroom is kept tidy.

I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

