



# The Tewin Way Behaviour Curriculum



Welcome to  
our  
parents.



# The rationale behind the idea.

- ▶ As humans, our brains make sense of the world by either learning stories about the world told us by others (the most common route to cultural understanding), then (having internalised these stories) making up stories of our own - our internal monologue which we use to rationalise a chaotic world into a coherent narrative of our lives.
- ▶ Learning behaviour routines are the first step of this narrative that is a life-long journey.

We're going to teach how to behave.

# BEHAVIOUR

Setting the expectation

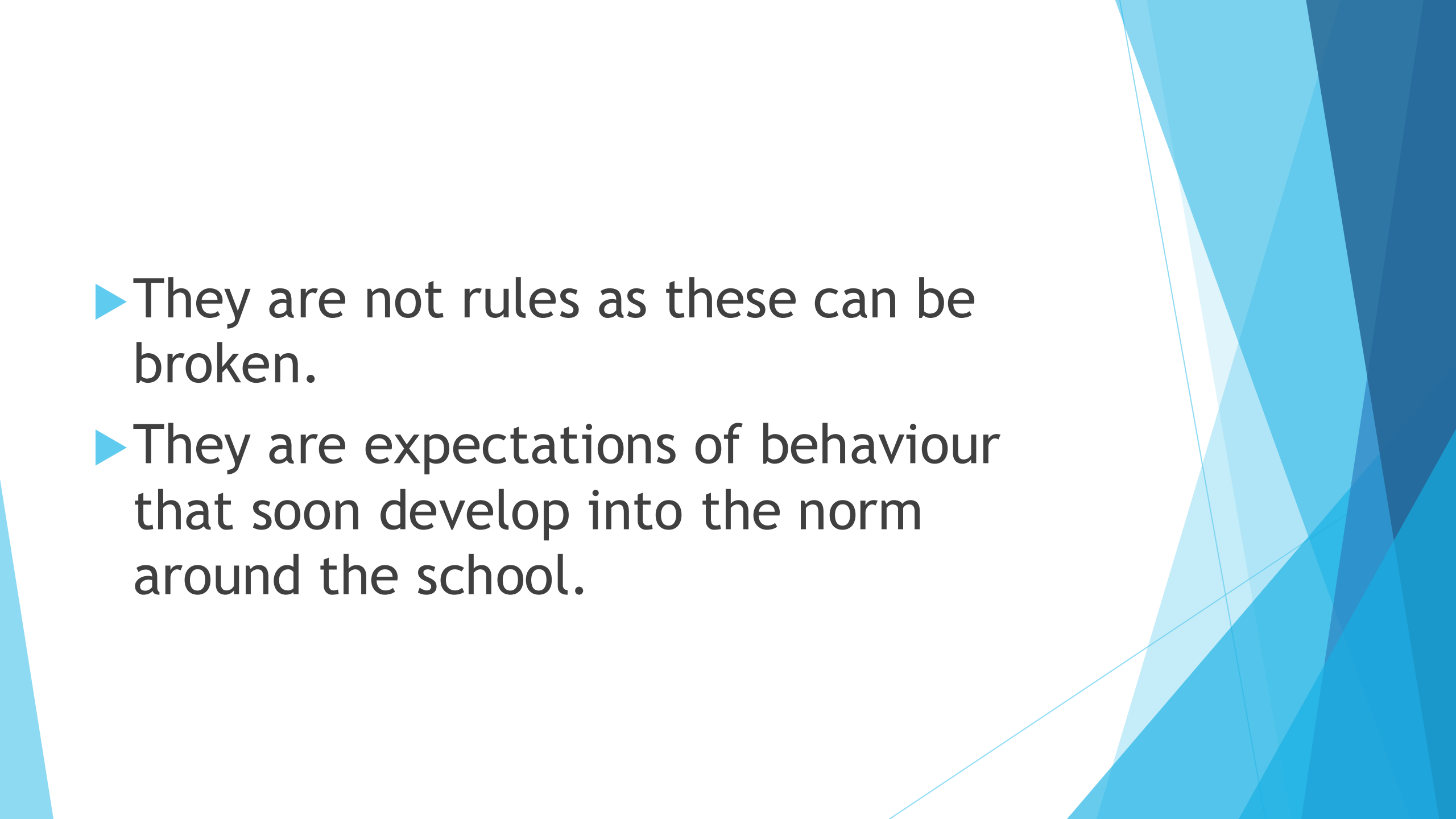


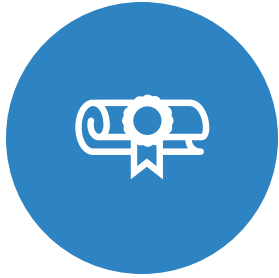
## As Ofsted explains:

- ▶ “High expectations for behaviour and attitudes should include the development of core values such as respect for self and others, resilience and motivation to succeed.” Positive learning behaviour is about creating an environment where students are encouraged to take ownership of their learning.

# What is it?

- ▶ A new curriculum very much like English or Maths.
- ▶ It has a set of set routines to follow that become expectations of behaviour.
- ▶ Each routine has a set of simple steps that will be taught just like writing a sentence or calculating a sum.
- ▶ Pupils will be told why they are learning it so they understand.
- ▶ It will be practised at all times and be consistent across the school.

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- ▶ They are not rules as these can be broken.
  - ▶ They are expectations of behaviour that soon develop into the norm around the school.



The Education Endowment Foundation's no-nonsense 'Improving Behaviour in Schools' report.



Paul Dix's excellent book 'When the adults change, everything changes'.



Tom Bennett's excellent book 'Running the Room'.



Dixons Academy - <https://dixonsos.com/>

EVIDENCE BASED RESEARCH  
USING REAL LIFE EXPERTS:

## Why is positive behaviour so important?

- ▶ The way students behave in school is strongly correlated with their eventual outcomes.
- ▶ When behaviour in general improves throughout a school the impact is:
  - students achieve more academically and socially
  - time is reclaimed for better and more learning
  - staff satisfaction improves, retention is higher, recruitment is less problematic
  - children are more likely to feel safe and happy at school

# Our four Golden Expectations:

**BE RESPECTFUL**

**BE READY**

**BE SAFE**

**BE HONEST**

THESE WILL BE VISIBLE AROUND THE SCHOOL AT ALL TIMES

# EXAMPLES OF WHAT IT WOULD LOOK LIKE IN OUR SCHOOLS

Be Respectful	Be Ready	Be Safe	Be Honest
<p>Say please and thank you</p> <p>Hold doors open for people</p> <p>Talk kindly to other pupils</p> <p>Say good morning/ afternoon to others</p> <p>Respect others right to learn</p> <p>Respect school property by looking after it</p> <p>Use a calm and polite tone of voice</p> <p>Value differences</p> <p>Follow staff instructions</p>	<p>Completing homework on time</p> <p>Remembering to bring equipment to school</p> <p>Wearing correct school uniform</p> <p>Tidying up your own workspace and the classroom</p> <p>Accepting responsibility if you make a mistake and saying sorry</p>	<p>Sitting sensibly in the classroom</p> <p>Walking through corridors</p> <p>Playing games that do not become too physical.</p> <p>Using calm and respectful tones when we communicate.</p>	<p>Tell the truth, even when it's hard</p> <p>Own up if you've made a mistake</p> <p>Be honest about how you are feeling</p> <p>Hand in lost property you find</p> <p>Admit if you didn't complete a task</p> <p>Speak up if something isn't right</p> <p>Ask for help when you need it</p> <p>Don't pretend to understand—ask questions instead</p> <p>Report incidents truthfully and fairly</p>

# HOW DO WE TEACH IT?

- First the children need to know the why – to keep everyone safe and make sure the learning of others is not disrupted
- Model what it looks like
- Practice!
- Practice in different areas of the school at different points in the day.
- Revisit!

# Routine number 1

- ▶ The silent signaller.

## THE SILENT SIGNAL

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- Why?
- We are all learning listeners as we want to ensure that everyone can learn without distractions
- How do we teach it?
- A single hand is raised in the air to gain attention of the class. When pupils see this they should they should respond by being silent and waiting for the STAR position instruction.

# The next steps...

## The next routines are:

- ▶ Wonderful Walking
- ▶ Careful contributing
- ▶ Arriving at the beginning of the day
- ▶ Transitioning within a lesson or at the end of the lesson
- ▶ Using good manners
- ▶ Lunchtime
- ▶ Completing work in my books
- ▶ End of the day routine
- ▶ General classroom expectations

See behaviour curriculum document for breakdown of the steps.

100% all staff

consistency

# TEACH- DON'T TELL- BEHAVIOUR

- Students/ staff are not all the same
- They have enormous differences in behavioural skills, habits, beliefs.
- 'Behave' means lots of things
- To help people succeed we need to TEACH the behaviour they need to perform.
- We can't assume they know how to behave



# What about the children who might find it a challenge with these routines?

Identified children will have success plans created for them **DESIGNED BY** all staff that support the child.

These plans will adapt the routine for them that still allows them to follow them.

The same high expectation is applied

# Draft Success Plan

Name Of child	Name of current teacher
Year group:	Is this child on the SEMH/SEND register? SEN <input type="checkbox"/> SEMH <input type="checkbox"/> NONE <input type="checkbox"/>
Date support created:	Anything else to note?
Staff involved in decisions made:	
<b>ROUTINE</b>	<b>ADAPTATION TO BE SUCCESSFUL</b>
<b>Silent Signaller</b> Raise one hand in the air Stop what I am doing Be ready for Star position	
<b>Star Position</b> S - Sitting or standing up straight T - Tracking the teacher A - Attention at all times R - Respect towards others	
<b>Wonderful Walking</b> Facing forward Walking in a straight line Sensible hands Without talking Without leaning on walls whilst waiting	
<b>Careful Contributor</b> 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	

# HIGH EXPECTATIONS SHOW YOU CARE

- We show children we care by having high expectations of them
- We demonstrate through actions and words the belief that they can achieve
- Consistently high expectations are the only high expectations that have long term impact.
- When we let them off, we let them down

## High standards

If we let you off,  
we let you down.

