



Easington Primary Academy

The 'Easington Expectations' Behaviour
Curriculum

Nursery – Year 6

Date: September 2024

Review date: July 2025

The 'Easington Expectations' Behaviour Curriculum

Content Overview

	Autumn 1	Autumn 2 Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y6	Explicit teaching of the full 'Easington Expectations' curriculum content.	Ongoing revision Longer recap of content of 'Easington Expectations' curriculum.	Ongoing revision of content.	Longer recap of 'Easington Expectations' curriculum.	Ongoing revision of content.

Behaviour in our Church School - An Introduction.



**A community working in harmony
to achieve our God – given potential.**

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CHURCH OF ENGLAND PRIMARY ACADEMY

Our Christian vision at Easington CE Primary Academy, is to encourage highly motivated, caring and co-operative individuals who are well prepared to assume their role in society. This policy is designed to promote and explicitly teach good behaviour, we define and teach the behaviours and habits that we expect students to demonstrate. Every child in our school and community is a child of God; therefore, at the heart of our behaviour curriculum is a desire and ambition to uphold the worth of each person. A strong sense of community and good trusting relationships are fundamental to the success of this curriculum.

At Easington CE Primary Academy all behaviour is communication; which can sometimes indicate an unmet need or be an adapted, defensive stress response. We understand that children learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour and we work to identify the need and provide

developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Inappropriate behaviour and attitudes are dealt with promptly, fairly and with concern for all parties. We expect parental support to ensure that all our children are well behaved and polite. Where there is a concern over a child's behaviour we always involve parents so that we can work together to address and solve the problem.

We want to support our pupils to grow into adults who demonstrate Christian values and are polite, responsible and respectful individuals who put others before themselves and understand their own behaviour. 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 week in 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 'Easington Expectations' 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 Rosenshine 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 or playtime. 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 - meeting individual needs.

While this curriculum is intended for all pupils, it will be taught in an age appropriate way to 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. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Curriculum content

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

The core principles of our behaviour curriculum are shown below, this is the expectation in our school community.

Show Christian Values

Be Respectful	Be Compassionate	Be Responsible	Be Ready to Learn.
Say please and thank you.	Look for the best in others.	Complete homework on time.	Sit comfortably ready to learn.
Hold doors open for others.	Always let an adult know if you see something that is	Remember to bring equipment to school.	Listen carefully to the teacher.
Talk kindly to other			

<p>pupils.</p> <p>Learn to greet adults and other pupils with an appropriate greeting like “Good morning” or “Good Afternoon”.</p> <p>Look after property.</p>	<p>causing sadness to others.</p> <p>Trust that if you tell an adult they will help, HOWEVER this may be done very quietly in order to be sensitive to others.</p> <p>Show forgiveness to others if they make a bad choice.</p>	<p>Tidy up your own workspace and the classroom.</p> <p>Be honest : Accept responsibility if you make a mistake & find a way to say sorry if things go wrong.</p> <p>Always keep yourself and others safe.</p>	<p>Give the teacher 100% of your attention.</p> <p>Work hard on tasks given.</p> <p>Be in the right place at the right time.</p>
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Know that if you **respect** someone, you have a good opinion of their character or ideas.
 Know that being **compassionate** means thinking about the feelings of someone else.
 Know that being **responsible** means being able to be trusted to do the right things that are expected of you without supervision.

Our routines

Moving Around School

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

Know that Smart Walking means -

- Facing forwards,
- walking at a steady pace,
- in a straight line,
- without talking.



Know that when we move around school we walk on the left of the corridor, unless we need to use the ramp.

Know that we use **Smart Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

The adult will:

- Stand at the front
- Give a signal (hand up)
- Wait until 100% of you are ready
- Praise when you are doing it correctly

Once 100% is achieved the adult will then lead the way.

Respectful listening - The Power of 3

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

Know that we use **'The Power of 3'** to show we are ready and respectful.

Knowing that 'The Power of 3' means:

1- Hands up for quiet

2- Empty hands

3- Look and Listen

Know that we all use the **'The Power of 3'** to ensure that everybody is able to learn without distractions.




The adult will

- Put up their hand up in the in stop signal position
- Move around the room showing the stop signal position to ensure all pupils can see
- Wait for all children to stop and then will give the next instruction
- Use the stop signal with all the routines we use.
- Have the 'Power of 3' poster up in the classroom

Once 100% is achieved the adult will then continue with their instructions.



The Power of 3

	<p>1. Hands up for quiet</p> <p>When an adult raise a hand, we stop what we are doing and copy.</p>
	<p>2. Empty Hands</p> <p>By having 'empty hands' we show we are listening with respect and ready to learn.</p>
	<p>3. Look and Listen</p> <p>We show respect by looking at and listening to whoever is speaking</p>

Zones of Regulation

The **ZONES** of Regulation™

			
			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

We have a whole school approach to the Zones of Regulation and explicitly teach the children strategies for emotional and sensory self-management. The zones help the children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Know that the **Blue Zone** describes low states of alertness and down feelings such as sad, tired, sick, or bored.

Know that the **Green Zone** describes a calm state of alertness such as happy, focused, content or ready to learn. This is the zone where optimal learning occurs.

Know that the **Yellow Zone** describes a heightened state of alertness and elevated emotions such as stress, frustration, anxiety, excitement, silliness or nervousness.

Know that the **Red Zone** describes an extremely heightened state of alertness with intense emotions such as anger, rage, extreme emotions or out of control.

Know that we are responsible for regulating our emotions in a safe way.

The adults will:

- Provide a visual check-in within the classroom
- Provide a 'regulation station' within the classroom
- Model the use of each zones as well as strategies to support
- Provide opportunities for students to discuss their emotions as a class (E.g. circle time)

Staff Training

All staff are behaviour trained to help understand pupil needs and understand the need to build positive relationships in order to support positive pupil behaviour.

Understanding behaviour

All behaviour is communication; which can sometimes indicate an unmet need or be an adapted, defensive stress response, this is considered and provision developed to help as needed.

We use Multi-Element Plans (MEP's) to set out strategies adults can use to help a child. A MEP allows the adults to explore the functions of a child's behaviour and what the behaviour is trying to communicate.

The MEP's are individual to the child and reviewed as required.

De-escalation Plans

As part of the behaviour training, staff are trained in de-escalation. We use the **4 Rs** (Perry's Neurosequential Model of Education) and are mindful of the order needed: **Regulate, Relate, Reason, Repair**. Also acknowledging the need to revisit stages if pupil's stress levels indicate they are not ready to move through the stages.

We use the following model which is bespoke to identified children.

Supporting steps	
1. Regulate - a way of soothing	
2. Relate - a way of connecting	
3. Reason - a way of reflecting	
4. Repair - a way of re-connecting	
De-escalation Plan to be reviewed after every incident of actual or potential harm - combine with de-construction/debrief	

Unacceptable Behaviour

'Stop and think' behaviour is initially met with quiet reminders of expectation to try and bring the individual's behaviour back on track.

If a child continues to show unacceptable behaviour, this will continue to be dealt with sensitively in order to maintain the dignity of all the individuals involved, but the priority will be given to ensuring safety for all. A restorative approach will always be taken and pupil voice within this process is crucial.

Consequences will be given which are appropriate to the behaviour shown: these may include:





- Working in another classroom or workspace.
- Missed break times.
- A phone call or meeting involving parents.



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Behaviour Pathway

	<p>WOW I have made an adult in school proud of me for doing something extra special. I have represented the school in a positive way.</p>	<p>I will get a WOW certificate during collective worship I will make myself and others proud</p>
	<p>Expected I always follow the school rules I always produce work that I am proud of I am always a polite and positive member of the school</p>	<p>I will make the children and adults in school happy. I will be happy and enjoy coming to school I will make school a happy and safe environment</p>
	<p>Stop and think I have stopped other children in my area from learning. I am not working as hard as my teacher expects. I am not thinking about how my actions are affecting people's feelings</p>	<p>I will be given a warning and emotion coaching will be used to support my regulation An adult will support me to get back to expected I will think about how to improve my behaviour I will feel disappointed with myself</p>
	<p>Unacceptable I am showing unsafe behaviour I am using unkind words I am refusing to follow the adults instructions</p>	<p>I will be taken to a place away from other children to ensure everyone feels safe Emotion coaching will be used to help me become regulated We may use the 'resolving conflict' questions to resolve an issue My behaviour will be explained to my parents/carers I will have to face the consequences of my behaviour</p>

Exclusion

We aim to include, not exclude, and we approach all challenging behaviour in a supportive, holistic and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child, as we recognise that each child is an individual and has a unique contribution to make to school life and we want to support them to achieve this. It is our belief that we always seek to understand what the underlying causes to the behaviour are and recognise that it is often the case that behaviour is a form of communication and we need to look for what are sometimes hidden messages within that.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that there will be occasions and situations whereby exclusion may be a necessary course of action. Where possible we will look to use other strategies but where this is not possible or where other strategies have been exhausted then we will look to implement our exclusion policy.

In the event of exclusion the school will always seek to work in partnership with the parents or carers of the child. It is understood that this will be an emotive issue but it is also an expectation that the school and home will work sensitively and positively in partnership to strive to achieve the best possible outcome for the child. The school will work transparently to ensure that the parents receive effective and timely communication.