

OUR VALUES					
<p>Our Core Values</p>  <p><i>Come rain or shine</i></p>	<p>Be Kind</p> 	<p>Be Respectful</p> 	<p>Be Inclusive</p> 	<p>Be Safe</p> 	<p>Be Your Best</p> 

PORTSDOWN BEHAVIOUR CURRICULUM

Introduction

At Portsmouth we support children's welfare through our Behaviour curriculum. This was introduced to teachers in March 2023 and will be developed throughout the summer term in stages with the whole staff. This curriculum complements the Relentless Routines section of our Relationships and Behaviour Regulation Policy.

The successful implementation of this policy will require relentless modelling, supervision and monitoring by all staff.

In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are kind, respectful, inclusive, safe and always try their best. We believe that, as children 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 will be taught explicitly during the Summer term 2023 and then in 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 Behaviour 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. All staff 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 staff 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 children's '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.

Moving Around School

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

Know that Fantastic Walking means:

- Facing forwards,
- walking at a steady pace,
- in a straight line,
- with hands by your side,
- silently.

Know that when we move around school we walk on the left of the corridor.

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.

FANTASTIC WALKING



- Facing forwards
- Walking at a steady pace
- In a straight line
- With hands by your side
- Silently



Coming in from the playground

Know that we come in from the playground using **Fantastic Entry**.

Know that Fantastic Entry means:

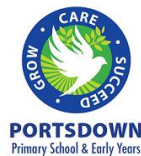
- Stop playing and talking on the first whistle
- Stand still
- Use Fantastic walking to line up on the second whistle
- Line up silently with your hands by your side
- Use Fantastic Walking on the way in

Know that when the whistle blows, it is the end of break or lunch

Know that we use Fantastic Entry to allow your mind and body to be ready for your next piece of learning.

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

FANTASTIC ENTRY



- Stop playing and talking on the first whistle
- Stand still
- Use Fantastic Walking to line up on the second whistle
- Line up silently with your hands by your side
- Use Fantastic Walking on the way in



Classroom routines

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

This means that we:

- **F**ace forwards, hands in the right place
- **A**lways sit up straight
- **N**ever interrupt
- **T**rack the speaker

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

FANTASTIC LISTENING



PORTSDOWN
Primary School & Early Years

- Face forwards, hands in the right place
- Always sit up straight
- Hold your ideas
- Track the speaker



Speaking in Class

Know that we use '**Fantastic Speaking**' to help us to say what we need to say clearly in class.

This means that we:

- Answer in full sentences when needed
- Hand away from mouth while speaking
- Pronounce words clearly
- Speak with a voice which is loud enough for everyone in class to hear
- Look - it is polite to look at the person you are speaking to

Know that we all use Fantastic Speaking to ensure everybody is able to learn from what we have to say without distractions.

FANTASTIC SPEAKING



- Answer in full sentences when needed
- Hand away from mouth while speaking
- Pronounce words clearly
- Speak with a voice which is loud enough for everyone in class to hear
- Look - it is polite to look at the person you are speaking to

