



Behaviour Curriculum - The Three Trees Way

Overview of content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	'Mastering Me'	'Stepping up & Shaping Up'	'Mastering Me'	'Stepping up & Shaping Up'	'Mastering Me'	'Stepping up & Shaping Up'
All year groups from EYFS to Y6	Explicit teaching of the full curriculum content	Revisit core values and other key areas identified by SLT	Revisit full curriculum content	Revisit core values and other key areas identified by SLT	Revisit full curriculum content.	Revisit core values and other key areas identified by SLT

Introduction

At Three Trees, we develop children's character through the 'The Three Trees Way' 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 into adults who are **honest, respectful, inclusive, compassionate and collaborative**. 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.

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 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 Rise Teaching Commitments, 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

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. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Curriculum Content to be covered in Autumn 1 and revisited throughout the year

Core Values

- Pupils know that our five core values focus on being **truthful, respectful, inclusive, compassionate, and collaborative.**
- Pupils understand how they can demonstrate these values through their actions:

Be Truthful	Be Respectful	Be Inclusive	Be Compassionate	Be Collaborative
<p>At The Three Trees we:</p> <p>Always tell the truth.</p> <p>Share our thoughts and opinions.</p> <p>Stand up for what is right even when it is difficult.</p>	<p>At The Three Trees we:</p> <p>Say excuse me, please and thank you</p> <p>Say good morning/good afternoon to adults.</p> <p>Listen carefully and speak kindly to others.</p>	<p>At The Three Trees we:</p> <p>Treat everyone fairly.</p> <p>Show interest in different faiths, cultures, beliefs and ways of life.</p> <p>Celebrate the differences between ourselves and others.</p>	<p>At The Three Trees we:</p> <p>Show kindness, sympathy and concern for others</p> <p>Help others who are hurt or upset</p> <p>Take action to support others less fortunate than ourselves.</p>	<p>At The Three Trees we:</p> <p>Share ideas and opinions.</p> <p>Listen carefully to others.</p> <p>Make compromises with other people.</p>

Following Instructions

- Pupils know that they follow instructions given by an adult, 'First time, Every time'
- Pupils know that 'First Time Every Time' means:

FIRST TIME

 **FIRST TIME**

 **EVERY TIME**

 **EVERYWHERE**

 **EVERYONE**



First time – pupils know they should follow an instruction straight away and that it should not need to be repeated.

Every time – pupils know that adults in school will only ask them reasonable requests so they should always follow them.

Everywhere – pupils know that the same expectations apply in class, in corridors, in halls, playgrounds, schools, in church, outside in the community and on school trips.

Everyone – pupils know that they should follow instructions from every adult in school no matter what their job title or position.

Using excellent manners

- Pupils know that they use 'Step' to remind them to use their manners
- Pupils know that Step means:



Speak Politely

Thank You – we say thank you when we are given something

Excuse me – we say excuse me if we need to get someone's attention or to get past

Please – we say please when we are asking for something

Listening Well

- Pupils know that they use 'Star Listening' to make sure they are listening well
- Pupils know that 'Star Listening' means:



Sit up, hands together

Track the speaker – pupils look at the person speaking (including their peers)

Answer questions – everyone is expected to answer questions to the best of their ability

Respect others – pupils must never interrupt

Speaking Well

- Pupils know that they use 'Shape your Answer' to help them to speak clearly in class
- Pupils know that 'Shape your Answer' means:



Sentences – we must answer in full sentences when appropriate

Hands down – anyone could be called on to answer questions

Articulate - we must pronounce words clearly

Project – we must speak with a voice which is loud enough for everyone in class to hear

Eye Contact – it is polite to look at the person we are speaking to

Moving safely around the school

- Pupils know that 'Fantastic Walking' is used to keep themselves safe and to make sure the learning of other children is not disrupted.
- Pupils know that 'Fantastic Walking' means:



- Facing forwards
- Walking at a steady pace
- On the left
- With hands by their sides
- Without talking
- Smiling and greeting adults as they pass
- Holding the door for others as they pass
- Holding the banister when using the stairs

Lining up

- Pupils know the order that they always line up in.
- Pupils know who they stand in front of and who is behind them.
- Pupils know that they should line up without leaning against the walls while moving around the school.

Classroom routines

- Know the routine for entering the classroom and getting ready to work.
- Pupils know where to hang up their coat and bag.
- Pupils know where they sit in class during lessons (including 'carpet places')
- Pupils know that when leaving their seat, they must tuck their chair in
- Pupils know the routine for handing out and collecting exercise books in the classroom.
- Pupils know that when they want help from an adult they raise their hand and wait quietly unless the teacher has indicated otherwise.
- Pupils know that, if they are using mini-whiteboards, they show their answers using the '3-2-1 Chin It' system where the board is placed under the chin.
- Know the routine for the end of the day.

Playtime expectations

Pupils know that they are expected to:

- Have fun and play fairly and sensibly with one another
- Treat others the way they would like to be treated
- Follow instructions given by an adult – 'First Time Every Time'
- Tell an adult immediately if they see or experience behaviour that concerns them
- Look after equipment and play sensibly with it
- Put all rubbish in the bins provided
- Tidy up equipment at the end of breaktimes and lunchtimes
- Stop on the first whistle/bell and listen to instructions

- Line up quickly and quietly
- Demonstrate 'Fantastic Walking' when entering/exiting the playground

Assembly and collective worship

Pupils know that they are expected to:

- Walk into assembly silently using 'Fantastic Walking'
- Line up in the allocated position for their class
- Wait to be instructed to sit down by a member of teaching staff
- Use 'STAR Listening' throughout to show respect
- Sit still and keep their hands to themselves
- Join in with songs and hymns
- Celebrate the success of others through applause
- Stand up silently at the end of assembly when instructed to do so
- Walk silently back to class using 'Fantastic Walking'

Keeping The Three Trees Tidy

- Pupils know that they can show respect and pride in their school by making sure that they keep it neat and tidy and by looking after equipment
- Pupils know that they can show respect to others by making sure that others' belongings are cared for

Pupils know they are expected to:

- pick up any classroom equipment (whether they've been using it or not) that they notice on the floor and place it back where it belongs
- know where classroom equipment belongs and make sure it is put away quickly and sensibly when instructed
- know that they must never walk past a coat on the floor without picking it up and putting it on a peg
- know that they should never walk past rubbish without picking it up and putting it in the bin

Dress to Impress

- Pupils know they can take pride in themselves by making sure they 'dress to impress'

Pupils know that dressing to impress means taking care of their appearance by:

- Keeping shirts tucked in
- Keeping shoelaces tied

Taking Pride in our Presentation

- Pupils know they can show pride in their work by presenting it neatly

Pupils know that 'Taking Pride in your Presentation' means:

- Using their best handwriting every time they write
- Writing the date at the left hand, top corner and underlining it with a ruler for every piece of work
- Writing the learning intention underneath the date and underlining it with a ruler

- Using a ruler to underline and to draw lines
- Gluing any learning in neatly, using the lines or squares to support them
- Crossing out any mistakes by putting one line through them using a ruler
- When using squared paper, putting one digit in one square
- Thinking about how to present work before starting to write

Dining hall expectations

Pupils know that they are expected to:

- Practise good hand hygiene – washing or sanitising hands before meals
- Use 'Fantastic Walking' for transitions from the classroom to the dining hall
- Line up sensibly at the servery, using quiet voices
- Talk politely and at a quiet volume with the other pupils on our tables
- Use good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Asking an adult before they begin eating your dessert (EYFS/KS1)
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Using 'Fantastic Walking' for transitions between the playground and the dining hall/classroom

School trips/local community

Pupils know that they are expected to:

- Listen carefully to adults and follow instructions – 'First time, Every time'
- Respect the local environment by not littering or damaging property
- Use quiet voices to speak with their partner, particularly when walking through residential areas
- Stay safe and keep close to the children in front when walking in a line
- Use seat belts when travelling in a car, on a bus or a coach
- Stay seated when travelling on a bus or coach
- Take care of one another and stick with their group/partner
- Tell an adult if they are feeling unwell