

Our Wynndale Behaviour Curriculum

Our School Vision is that all children will have the opportunity to 'Reach their Star'

Our Core School Value is **KINDNESS**

<u>Behaviour Culture</u> The aims of the behaviour curriculum	Successful relationships are underpinned by the positive ethos promoted in our school culture; a culture which has high expectations of staff and pupils, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns, we can promote good relationships through school community, built on trust and understanding. 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. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)
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Teaching the Curriculum	*Good behaviours are explicitly taught and regularly revisited to ensure all pupils understand the expectations of them. The Wynndale learning behaviours and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. *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 'Wynndale learning behaviours 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 ten '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 term). It is expected that all pupils will know this content.
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Modelling the Culture

The process for teaching behaviour explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Our Wynndale Behaviour Curriculum



Maintaining the Culture

These are our four overarching behaviour principles			
Be Ready	Be Respectful	Be Safe	Be Kind
*We arrive at school on time each day *We wear the correct school uniform with pride *We make sure we have right equipment for the day *We are always ready to listen and learn *We take part fully in our learning, showing motivation and resilience *We accept responsibility if we make a mistake	*We always listen when another person is speaking *We are polite and show good manners *We value differences, individuality and diversity and we are inclusive of everyone *We look after our school equipment and share it *We look after our school environment and the environment of the wider community in which we live *We use calm and respectful tones when we communicate *We respect others right to learn	*We follow instructions, first time, every time *We do not tolerate bullying of any kind *We walk sensibly around our school *We line up sensibly *We use equipment safely in the classroom and out on the playground *We know where to go for help and support *We stay safe online and outside of school	*We use kind words and actions when we interact with others *We show compassion and empathy towards others *We care for a peer in need *We are kind to ourselves *We show kindness to all the adults who work with us

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning	Wynndale Way	Educational Visits including residential visits	Enrichment opportunities including visitors and memorable experiences	Extra-Curricular Clubs	Picture News	Weekly Class Briefings
	Assemblies	PSHE and RSE	Community Work, including charity awareness	Computing and online safety	Physical Education	The Arts

Our Wynndale Behaviour Curriculum

Our Wynndale Learners will know the following expectations and routines. We have posters for each one which are displayed in all classrooms across school (Appendix 1):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from FS1 to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Explicit teach / recap of the behaviour curriculum	Ongoing revision of content	Explicit teach / recap of the behaviour curriculum	Ongoing revision of content

Manners	Dining Room Standards	Presentation in Books
*Know that we should say 'good morning' or 'good afternoon' to adults when spoken to *Know that we should always say 'please' and 'thank you' when asking for something or when receiving something *Know that we should open a door for someone and say 'after you' *Know that we say 'thank you' when someone helps us *Know that we don't talk with food in our mouths	*Know that we walk into the lunchroom sensibly and line up one behind the other in the queue for dinners *Know that we use a quiet voice in the dining room and talk only to the children on our table *Know that we listen to the dinner staff and we respond politely *Know that once we are seated, we stay in that space and leave only once we have finished our lunch *Know that we use our manners 'please' and 'thank you' when ordering food and receiving help *Know that we leave our table space clear, removing our plates, trays and any rubbish we have created *Know that we use our knife, fork and spoon to eat our dinner with *Know that we don't speak with our mouths full	*Know that we always use our neatest writing in all our learning in all curriculum areas *Know that we write on the line in our books and work to the margin and the end of the line *Know that we underline all dates, titles, headings and sub-headings neatly with a ruler, and miss a line between these *Know that we wither carefully use a rubber or put a neat line through any mistakes we make *Know that we always make sure any sheets are stuck in our books neatly, straight and the right way around! *Know that in Maths books, we write 1 digit per square and always leave a line between each calculation *Know that we don't doodle or graffiti on, or in our books
Movement around School	Standards in Assemblies	Communal Areas Standards
*Know that we line up in our agreed order *Know that we walk through school silently in a straight line, keeping a safe distance between one another *Know that if we are walking through a door, we hold it for the person behind us, and if someone is coming towards us, we stop and hold the door for them *Know that walking sensibly through school means no running	*Know that we enter and exit the hall in silence *Know that we stand in line and wait for the signal to sit down *Know that we sit smartly with our legs crossed and we keep our hands to ourselves *Know that our eyes should be on the person leading the assembly *Know that we put our hands u in response to questions asked	*Know to take care of displays when lining up *Know that we pick up coats and hang them back on pegs if we see them on the floor, even if they don't belong to us *Know that if we take something off e.g. a jumper in PE, a coat on the playground, then we must remember to take it with us again at the end of the session *Know that we walk calmly around communal areas *Know that toilet areas need to be kept tidy

Our Wynndale Behaviour Curriculum

	*Know that we participate actively in assembly e.g. join in with singing *Know that a given hand signal means we should stop and be silent *Know that we should sit silently whilst waiting for our class to be dismissed	*Know that we keep entrances clear and we close outside doors behind us *Know that it is important not to drop litter in school and out on the playground
Playtime Behaviour	Expectations in Transitions	Uniform Standards
*Know that we must walk from the classroom to the playground using 'fantastic walking' *Know that we must play safely and behave appropriately in each part of the playground *Know that we look after the school environment and the resources that are out on the playground *Know when to go to an adult for help *Know that when the first whistle blows at the end of playtime, we stop and stand still, and know that on the second whistle we line up in the correct area of the playground *Know that after playtime, we enter our classrooms calmly and safely, ready to learn *Know that we don't drop litter and if we see litter, we pick it up	*Know that we walk calmly into the classroom in a morning *Know that we move from carpet times to learning time at tables silently *Know that we hang our coats up on the pegs in a morning after break time *Know that we walk into and out of the classroom sensibly at play times and lunchtimes *Know that we walk into and out of the hall for assembly, lunch, PE etc. in a quiet, calm way	*Know that we wear full school uniform each day *Know that we need to bring the correct PE kit for every PE lesson every week *Know that the expected jewellery is a watch and a pair of stud earrings *Know that we need to wear the correct footwear – black school shoes *Know that we only bring a school book bag and a PE kit to school *Know that long hair should be tied up for PE *Know that we should bring a clear water bottle to school containing water *Know that it is our responsibility to look after our uniform and our equipment

Adapting the Behaviour Curriculum	Our behaviour curriculum is carefully adapted to ensure that pupils with Special Educational Needs and Disabilities (SEND) can access, understand, and successfully engage with expectations. Adaptations may include the use of visual prompts, simplified language, personalised regulation strategies, pre-teaching, and additional adult support to help children navigate routines. We recognise that some pupils may require differentiated responses or individualised behaviour plans that consider their sensory, communication, and emotional needs. Staff work closely with families and external professionals to ensure adjustments are appropriate, consistent, and supportive. Our aim is to create an inclusive environment where every child supported to succeed, feels understood, and can demonstrate positive behaviour in a way that is appropriate for them.
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Our Wynndale Behaviour Curriculum

Embedding the Behaviour Culture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core value	Core Value of Kindness kept high profile every week through weekly class briefing and other opportunities					
Behaviour expectations and routines	Reinforce behaviour curriculum for the year Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners
Pupil Leadership	Appoint House Captains for the year Undertake election process and appoint school council Job Squad elections for the year	School Council meetings	School Council meetings	School Council meetings	School Council meetings	Choose and announce Head Girl and Head Boy for the following academic year
Assembly themes	British Values Black History Month World Mental Health Day – including Hello Yellow Day European Day of Languages	British Values Guy Fawkes Remembrance UK Parliament Week Diwali Anti-Bullying Week Christmas	British Values Children's Mental Health Week Safer Internet Day	British Values British Science Week World Book Day Easter Neurodiversity Week International Women's Day	British Values World Environment Day VE Day	British Values Diversity Week
SMSC	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing
Safeguarding children	DART Programme including unit on knife crime– Year 6	DART Programme including unit on knife crime– Year 6 Anti-bullying Week – whole school	Safer Internet Day	Mini-Medics – Year 4 (First Aid)	Teaching of RSE Curriculum Financial well-being curriculum Bikeability for Y5	Teaching of RSE Curriculum Financial well-being curriculum Transition
PSHE Curriculum	Teaching of our Whole School PSHE curriculum – mapped out in each year group using Talking Points, No Outsiders and Christopher Winter Project for RSE aspect					

Our Wynndale Behaviour Curriculum



PE Curriculum	Swimming and Water Safety – Year 4	Swimming and Water Safety – Year 4	Swimming and Water Safety – Year 4 Youth Sport Trust – Diversity in Sport		Show Racism the Red Card	Sports Day – promoting values and sportsmanship
Computing Curriculum	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme Safer Internet Day	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme
Wider Community		Children in Need	Children's Mental Health Week	Comic Relief World Book Day Science Week – visitors into school linked to Careers	Work with Virgin Money (Financial well-being and behaviour)	

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Appendix 1:

WYNNDALE PRIMARY SCHOOL
Wynndale Learners have good manners.....

- *Know that we should say 'good morning' or 'good afternoon' to adults when spoken to
- *Know that we should always say 'please' and 'thank you' when asking for something or when receiving something
- *Know that we should open a door for someone and say 'after you'
- *Know that we say 'thank you' when someone helps us
- *Know that we don't talk with food in our mouths



WYNNDALE PRIMARY SCHOOL
Wynndale Learners in the Dining Room....

- *Know that we walk into the lunchroom sensibly and line up one behind the other in the queue for dinners
- *Know that we use a quiet voice in the dining room and talk only to the children on our table
- *Know that we listen to the dinner staff and we respond politely
- *Know that once we are seated, we stay in that space and leave only once we have finished our lunch
- *Know that we use our manners 'please' and 'thank you' when ordering food and receiving help
- *Know that we leave our table space clear, removing our plates, trays and any rubbish we have created
- *Know that we use our knife, fork and spoon to eat our dinner with
- *Know that we don't speak with our mouths full



WYNNDALE PRIMARY SCHOOL
Wynndale Learners take Pride in their Presentation....

- *Know that we always use our neatest writing in all of our learning in all curriculum areas
- *Know that we write on the line in our books and work to the margin and the end of the line
- *Know that we underline all dates, titles, headings and sub-headings neatly with a ruler, and miss a line between these
- *Know that we either carefully use a rubber or put a neat line through any mistakes we make
- *Know that we always make sure any sheets in books are stuck in neatly, straight and the right way round!
- *Know that in Maths books, we write 1 digit per square and always leave a line between each calculation
- *Know that we don't doodle or graffiti on, or in our books



Our Wynndale Behaviour Curriculum



WYNNDALE PRIMARY SCHOOL

Wynndale Learners move around school safely.....

- *Know that we line up in our agreed order
- *Know that we walk through school silently in a straight line, keeping a safe distance between one another
- *Know that if we are walking through a door, we hold it for the person behind us, and if someone is coming towards us, we stop and hold the door for them
- *Know that walking sensibly through school means no running



WYNNDALE PRIMARY SCHOOL

Wynndale Learners in Assemblies.....

- *Know that we enter and exit the hall in silence
- *Know that we stand in line and wait for the signal to sit down
- *Know that we sit smartly with our legs crossed and we keep our hands to ourselves
- *Know our eyes should be on the person leading the assembly
- *Know that we put our hands up in response to questions asked
- *Know that we participate actively in assembly e.g. joining in singing
- *Know that a given hand signal means we should stop and be silent
- *Know that we should sit silently whilst waiting for our class to be dismissed



WYNNDALE PRIMARY SCHOOL

Wynndale Learners in Communal Areas.....

- *Know to take care of displays when lining up
- *Know that we pick up coats and hang them back on pegs if we see them on the floor, even if they don't belong to us
- *Know that if we take something off e.g. a jumper in PE, a coat on the playground, we must remember to take it with us again at the end of the session
- *Know that we walk calmly around communal areas
- *Know that toilet areas need to be kept tidy
- *Know that we keep entrances clear and we close outside doors behind us
- *Know that it is important not to drop litter in school and out on the playground



Our Wynndale Behaviour Curriculum



WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners at Playtimes....

*Know that we must walk from the classroom to the playground using 'fantastic walking'

*Know that we must play safely and behave appropriately in each part of the playground

*Know that we look after the school environment and the resources that are out on the playground

*Know when to go to an adult for help

*Know that when the first whistle blows at the end of playtime, we stop and stand still, and know that on the second whistle we line up in the correct area of the playground

*Know that after playtime, we enter our classrooms calmly and safely, ready to learn

*Know that we don't drop litter and if we see litter, we pick it up



WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners at Transition Points....

*Know that we walk calmly into the classroom in a morning

*Know that we move from carpet times to learning time at tables silently

*Know that we hang our coats up on the pegs in a morning, after break times etc.

*Know that we walk into and out of the classroom sensibly at playtimes and lunchtimes

*Know that we walk into and out of the hall for assembly, lunch, PE etc. in a quiet, calm line



WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners and their Uniforms....

*Know that we wear full school uniform each day

*Know that we need to bring the correct PE kit for every PE lesson every week

*Know that the expected jewellery is a watch and a pair of stud earrings

*Know that we need to wear the correct footwear – black school shoes

*Know that we only bring a school book bag and a PE kit into school

*Know that long hair should be tied up for PE

*Know that we should bring in a clear water bottle with water in

*Know that it is our responsibility to look after our uniform and our equipment

