






Oak Meadow Primary School Behaviour Curriculum

Behaviour Culture	Aims
	<p><i>Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. (Behaviour in schools guidance, 2022)</i></p> <p>At Oak Meadow Primary School, we strive to ensure that children learn excellent behaviour expectations, practise these in all facets of school life as staff model our high expectations at all times and for pupils to receive a high level of positive praise and rewards for exemplary conduct and attitudes. Our unwavering aim is to build a behaviour curriculum where children reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others.</p>
Intent	Our Aspirations
	<p>At Oak Meadow Primary School we aspire to the highest standards of behaviour and attitudes through:</p> <ul style="list-style-type: none"> • Having fundamental core values that link to clear and concise rules, routines, rewards and sanctions that everyone follows consistently. • Using restorative practice to teach children how to behave and respond in an emotionally intelligent manner. • Ensuring all adults are calm, consistent and fair in their implementation of our behaviour practices. • Positive praise and rewards that underpin our approach with all children. • Building strong relationships with every child and their family at home working in partnership for success. • Adapting our approaches, where needed, for specific pupils with additional needs for them to thrive.
Implementation	Modelling and maintaining our behaviour and culture
	<p>Positive behaviours are explicitly taught and modelled throughout a child's journey with us at Oak Meadow to ensure they understand the expectations of them and that these behaviours and attitudes are fully embedded, representing typicality throughout school. At our school, we have clear expectations of learning behaviours as well as routines that we expect our children to model throughout the school day and in the local community. The behaviour curriculum is taught explicitly during the first week in the Autumn term to reinforce our high expectations using collaborative approaches to ensure positive learning attitudes are in place at the start of each academic year. At the start of a term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year using a variety of mediums from classroom work to whole school assemblies, where our core values are used as a vehicle to disseminate the fundamental British values we uphold. Teachers will also demonstrate these behaviours and ensure pupils have time to practise them whilst building outstanding relationships with one another.</p>
	Children with additional needs
	<p>While this curriculum is for all children, it is essential that teachers make appropriate adaptations as required to promote an inclusive environment for children with special educational needs and disabilities whilst also aligning any adaptations to school systems and practices to ensure a complete approach. Where personalised provision is required, families are consulted with, and a consistent approach is tailored to meet children's individual needs. Part of IEP review processes include assessing the impact of personalised behaviour rewards and how these are supporting pupil progress as well as their well-being.</p>

Oak Meadow Primary School's Core Values

Core Value 1: Show empathy – <i>'More than me.'</i>	Core Value 2: Be healthy – <i>'Healthy body, healthy mind.'</i>	Core Value 3: Be curious – <i>'I see, I wonder.'</i>	Core Value 4: Be ambitious – <i>'Rise to the challenge.'</i>	Core Value 5: Be creative – <i>'Express yourself.'</i>
				
<p>These five core values are the foundation for the behaviour culture at our school. They are celebrated with every child when they demonstrate a core value's characteristic within their work, their conduct and beyond the ambitious curriculum we have set. They are the fundamental behaviours we expect to see in all learners and aspirational for the child we nurture at our school.</p>				

Oak Meadow Primary School's Houses



All children are assigned to one of four different houses within the school upon entry: **Rowan**, **Ash**, **Yew** and **Willow**. Each house has its own special attribute that relates to the tree and learning qualities we want to instil in children's behaviour:

- Ash** – Resilience and Determination.
- Rowan** – Energy and Vibrancy.
- Willow** – Flexibility and Adaptability.
- Yew** – Knowledge and wisdom.

Children earn tokens for their house as well as individual pursuits. These tokens count towards a collaborative effort for their house reward as well as individual recognition through certificate milestones. Our whole school environment is reflective of each house and its colour from pupils' lockers through to flags and displays.

Focus	Phase	Instruction	Examples of evidence	Impact
<p>RESPECT</p> <p>- Am I polite and kind to everyone? Do I show the same level of respect to everyone?</p> <p>- Do I look after our school environment and resources?</p> <p>- Do I show appropriate tolerance/challenge of other viewpoints?</p>	<p><i>Phase: EYFS and Y1</i></p>	<p>Children are taught how to greet one another and adults as well as how to show they are ready to listen to other people by doing 'good sitting, good listening and good looking'. They are taught the 'rules' of how to use each area within EYFS purposefully and these parameters broaden as the children become used to the expectations of their new setting.</p> <p>Children are shown how to access resources independently and tidy away. They are also taught how to ask for things politely and the importance of kind words, kind feet and kind hands.</p> <p>Children are encouraged to try and solve a conflict with their friend first before going to an adult to promote their independence in social situations. If this is not resolved, children are taught to then seek an adult's help/support to solve the issue.</p> <p>Children are encouraged to be part of decision making and have discussions on how to ensure fairness.</p>	<p>Daily circle time, early morning routines, tidy up time.</p> <p>Adults reminding children to listen when they try to talk over their peers.</p> <p>Adults reminding children to put their hand up if they have something to say.</p> <p>Adult interaction with children and co-play in continuous provision.</p> <p>Lunchtime routines supported by class teachers initially.</p> <p>Adults and children deciding together how to solve an issue or make it fair for all children within the group.</p>	<p>Children greet one another politely and welcome all visitors. They use please and thank you when asking for things, including at lunchtime. All children contribute to a tidy and purposeful learning environment and know which resources they may access independently. Children are able to wait for their turn to speak. They are able to talk about what it means to be kind and the importance to be kind to others. Children are equipped with the knowledge of how to solve conflicts with peers as well as start to gain the skill of how to make fair decisions within a group.</p>
	<p><i>Phase: Y2-4</i></p>	<p>Children are taught that we are all unique and to celebrate our diversity. They are taught to consider the impact of what we say and do on other people. Children are increasingly aware of current news and events as teachers discuss these during class assemblies. Through our RE and PSHE curriculum, they learn about a diversity of viewpoints and attitudes, and the importance of respecting these but also recognising intolerance.</p> <p>Children are taught how to keep the cloakroom area tidy as well as their classroom and to distribute classroom resources quickly and quietly as well as how to store them away at the end of a session. They also begin to take on some responsibilities for the wider school environments through activities such as litter picking</p>	<p>Classroom monitors (art, iPad, cloakroom etc).</p> <p>Litter pickers.</p> <p>PSHE and RE curriculum.</p>	<p>Children are able to talk about the diversity of both our school community and the wider community and discuss topical news at an age-appropriate level. They begin to take on more formal roles and responsibilities to look after their classroom environment and resources.</p>
	<p><i>Phase: Y5-6</i></p>	<p>Children are taught how to challenge other viewpoints appropriately and how/when to stand up for what they believe in as well as what to do if something is unacceptable. They are taught that it is acceptable for others to have differing opinions to their own and that differences should be respected.</p>	<p>Debates.</p> <p>MP/councillor questions.</p> <p>Y5 Wolverhampton Council City Centre waste.</p>	<p>Children can explain what it means to be tolerant of others and what is unacceptable and should be challenged.</p>

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		<p>Children have the opportunity to be involved in democratic processes.</p> <p>Children are taught about the importance of values and the golden rule in RE 'Treat others how you would like to be treated'.</p> <p>Children learn in PSHE about healthy and unhealthy relationships and the important elements for healthy relationships, such as showing respect, showing tolerance and celebrating difference.</p> <p>Children are taught how to care for our school, local area and wider environment. Children are given the opportunity to take on extra responsibility within school.</p>	<p>School responsibilities: School council, House captains, Eco council and litter picking, School Librarians.</p>	<p>Children show tolerance to others that may have different opinions, beliefs or views to their own.</p> <p>Children understand the importance of a democracy.</p> <p>Children understand that respect is a key element of any healthy relationship.</p> <p>Children can also describe how they contribute to looking after our local and wider environment.</p>
<p>PLAYTIMES / MOVING AROUND SCHOOL</p> <p>- Can I play with other children and use playground equipment safely?</p> <p>- Can I be flexible in my play and not always do what I want to do?</p> <p>- Do I ensure that no one is left out at playtimes and lunchtimes?</p> <p>- Do I enter school calmly and move around school quietly and sensibly?</p>	<p><i>Phase: EYFS and Y1</i></p> <p><i>Phase: Y2-4</i></p>	<p>Children are taught how to use playground equipment safely in each zone on the playground. They are taught how to freeze when they hear the whistle and how to line up in their class quickly and quietly leaving enough space for the person in front and to remain in a single quiet line while walking around school. Children are aware that inside we have 'quiet voices' and 'loud voices' are for the outdoors. Children are taught how to be a 'good friend' and that sharing is important. Initially, adult direction is needed to encourage turn taking on equipment, but throughout the year, children grow in independence and adult direction is not needed. They are taught to ask an adult before going to the toilet and to seek an adult for first aid or support.</p> <p>Children are taught to rephrase 'I'm not your friend today' to 'I will play with you another day' to ensure the right message is given.</p> <p>Children are taught to move around school sensibly on their own or in pairs (e.g. from classroom to the toilets) as well as to knock and wait before entering an office or another classroom. They are taught to wait outside a classroom if there is not an adult present in there and to enter and exit assembly in silence.</p> <p>Children are taught how to engage in team games at playtimes/lunchtimes under the direct supervision of an adult/older play leader. Lunchtime supervisors support children to manage any disagreements calmly by modelling how to explain their feelings and what to do and say in this situation.</p> <p>By the end of this phase, children will be beginning to manage and lead team games themselves, as well as using strategies for resolving conflict with greater independence. At this point, they</p>	<p>Adult showing children at the beginning of the year and introducing new equipment when necessary.</p> <p>Through continuous provision and the Physical Development curriculum.</p> <p>Circle time.</p> <p>Modelling from staff throughout the day (including lunch time).</p> <p>PE teachers, lunchtime supervisors and TAs modelling behaviour.</p> <p>Assemblies.</p> <p>PSHE curriculum.</p> <p>Play leaders.</p>	<p>Children know how to use play equipment safely and play with others with adult support for turn-taking and conflict resolution. Children routinely seek an adult if they need help. Routines are embedded so that children are able to line up quickly and quietly. Children are able to communicate that they want to play with another child but it does not hinder friendships.</p> <p>Children move around school sensibly and calmly whether independently or under adult supervision. They engage in team games at playtimes/lunchtimes led by an adult.</p> <p>Children are increasingly able to talk through and resolve disagreements themselves and seek adult support where needed.</p> <p>Older children within this phase are able to manage and lead games</p>

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		<p>will be able to start taking on responsibilities as play leaders for younger children.</p>		<p>independently, and model behaviour to younger children.</p>
	<p><i>Phase: Y5-6</i></p>	<p>Children are taught how to manage team games themselves and to use strategies for resolving conflict on the playground with greater independence.</p> <p>Playleaders and Sports ambassadors are trained in supporting younger children on the playground.</p> <p>Assemblies and modelling from adults.</p> <p>Children are reminded of the importance of rules through PSHE and RE and learn how to deal effectively with conflict. They also recognise strategies that help them to regulate emotions when conflict arises.</p> <p>Some children that require further support benefit from nurture sessions, which are aimed to help manage emotions and build positive friendships.</p>	<p>Playleaders.</p> <p>PSHE coverage.</p> <p>Nurture group outcomes.</p>	<p>Children engage in self-led team games and can initiate play.</p> <p>The older children are able to support the play of younger children. They are role models for younger pupils.</p> <p>Children are able to regulate their emotions and use strategies to resolve conflict as and when it arises.</p>
<p>CALM AND PURPOSEFUL CLASSROOM</p> <p>- Am I ready to learn?</p> <p>- What helps me to achieve independently?</p> <p>- How do I collaborate successfully with others?</p> <p>- How do I self-regulate when I need to?</p>	<p><i>Phase: EYFS and Y1</i></p>	<p>Children are taught how to speak in an 'indoor voice' and when it is appropriate to move around the classroom. They are shown where to access the equipment they need and what to do when they have finished. Children are taught how to sit comfortably and safely on chairs and carpet as well as to stop and listen to adult instructions and pay attention to teacher modelling for a short period of time by making sure that they have everything out of their hands and giving 'magnet eyes' where able.</p> <p>Children are taught how to recognise their own emotions and to tell an adult how they are feeling.</p> <p>Children are given opportunity to 'calm and regulate' in a space in the classroom to prevent poor behaviour escalating.</p>	<p>RWI routines.</p> <p>Monitoring of classrooms.</p> <p>Pupil voice.</p>	<p>All classrooms maintain an appropriate noise level, whether that be quiet independent work or discussion. When someone is addressing the class, everyone stops and listens. All children follow learning routines and know how to ask for help.</p>
	<p><i>Phase: Y2-4</i></p>	<p>Children are taught how to refer to learning walls and resources to support their learning and to follow a series of steps to success. They are taught how to use strategies to enable them to work with greater independence. They are also taught how to access reference material and more general resources to support their independent learning that has not been teacher-generated.</p> <p>Children are taught how to recognise their own emotions and respond appropriately, beginning to take responsibility for their own self-regulation when necessary by using strategies such as sensory breaks and 'Zones of Regulation'.</p>	<p>Steps to success.</p> <p>Working walls.</p> <p>Supportive and adapted resources accessed via iPad/Padlet.</p> <p>Sensory breaks/snacks.</p> <p>Zones of Regulation.</p>	<p>Children are increasingly independent learners, and no learning time is lost through reliance on waiting for a teacher. Children are praised for ensuring that their personalised learning needs are met and for progress within and across lessons.</p>

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	Phase: Y5-6	<p>Children are taught how to use supportive resources independently to support their learning, such as digital/ concrete and pictorial resources in maths.</p> <p>Children are encouraged to self assess their work in subjects such as Maths and also to recognise when further practice or support is needed.</p> <p>They are also taught how to access reference material and more general resources to support their independent learning that has not been teacher-generated.</p> <p>Children have opportunities to work collaboratively in pairs or small groups across a range of subjects.</p> <p>Children learn to recognise strategies that help them to regulate emotions.</p>	<p>Zones of regulation.</p> <p>Planned group projects.</p> <p>Examples of self-assessment in children's books and within planning.</p>	<p>Children can talk confidently about how they use a range of strategies to work independently.</p> <p>Children self-assess their learning and recognise ways that will improve their learning and understanding further.</p> <p>Children are able to self-regulate and explain their progress towards individual targets.</p>
<p>CONTRIBUTION AND COLLABORATION</p> <ul style="list-style-type: none"> - Learning attitudes and behaviours. - What do I think? - How can I voice this? - Can I explain my reasoning? - Can I work together with others and take turns? - Can I respond to others appropriately? - Do I persevere when I find it challenging? 	<p>Phase: EYFS and Y1</p> <p>Phase: Y2-4</p>	<p>Children are taught TTYP and to be prepared to share their views with the class. This is modelled by the teacher first and children are given the same sentence stem with which to begin their answer. Children are taught how to take it in turns (initially using the RWI routines of partner 1 and partner 2). Children are given specific praise for challenging themselves and trying again. Children are also encouraged to work in partners during Maths in 'We Do' sections where they communicate with a partner about the activity. Children are encouraged within continuous provision to collaborate in a range of ways such as creating models, role playing scenarios and board games. Children are taught to listen and ask about individual experiences with the class weekend bear.</p> <p>Children are taught how to listen and respond to others in group discussion. They are taught how to explain things clearly and concisely, including considering 'what makes me think this?' Teachers support children by rephrasing children's responses as required (e.g. 'say it better'). Children are taught key words and phrases to support them to respond to and build on what others have said. Strategies such as 'Talk to your partner', thinking time and 'cold calling' ensure that all children engage with discussions and there is an expectation for them to contribute in an appropriate way.</p>	<p>RWI lessons.</p> <p>TTYP being used effectively over different subjects.</p> <p>Maths lessons.</p> <p>Continuous provision.</p> <p>Sharing of news.</p> <p>Talk routines.</p> <p>'Going deeper' and reasoning challenges.</p> <p>High-quality work visible in books, on display, and in class Padlets.</p>	<p>All children are actively engaged in their learning and strive for success. Children are able to communicate with their peers and ask to join their play. Children are able to ask appropriate questions and respond to what they have heard.</p> <p>Discussion and sharing of ideas is evident in all classrooms with all children participating. All work is presented to the best of their ability and children take pride in their work. They can talk about their achievements as well as their areas to work on.</p>

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<p>- Do I always complete my work to the best of my ability?</p>		<p>Children are expected to sustain independent work for longer periods of time to build their stamina, and they are taught how to evaluate their own and others' work effectively.</p> <p>Expectations for the completion and presentation of work are high, and children are supported and encouraged to meet these.</p>		
	<p><i>Phase:</i> Y5-6</p>	<p>Children are taught how to use examples effectively to explain / evidence a point. They are also taught how to challenge other ideas and viewpoints respectfully.</p> <p>Children are taught how to use supportive resources independently to support their learning, such as digital/ concrete and pictorial resources.</p> <p>Children are encouraged to self assess their work in subjects and also to recognise when further practice or support may be needed.</p> <p>Children are expected to sustain independent work for longer periods of time to build their stamina. They are taught how to evaluate their own and others' work effectively.</p> <p>Children have the opportunity to explain their learning processes to others in order to further their own understanding and that of others. They may also constructively evaluate the work produced by others and respectfully provide feedback.</p> <p>Children are taught through assemblies the importance of resilience, perseverance and other positive learning behaviours</p>	<p>Debate and public speaking.</p> <p>Visit to council chambers.</p> <p>Planned group projects.</p> <p>Examples of self-assessment in children's books and within planning.</p>	<p>Children increasingly lead their own group discussions and are able to summarise and report back to the class.</p> <p>They can talk confidently about what they find challenging and how they are working to overcome this.</p> <p>They learn from peer feedback as well as teacher feedback.</p> <p>They are able to evaluate the efforts of others and provide feedback respectively.</p>
<p>HELPING OTHERS / COMMUNITY</p> <p>- How do I help people around me in school?</p> <p>- How do I support people in my local community?</p> <p>- How do I support people in my wider community?</p>	<p><i>Phase 1</i> EYFS and Y1</p>	<p>Children are taught about 'people who help us' and how they might recognise when someone needs help. They are also taught why we need to help others that are less fortunate than ourselves. Children identify people within the local community who are our real-life superheroes who we see every day that help us (shop keepers, recycling people, lollypop people).</p>	<p>Visits from emergency services.</p> <p>Good Shepherd.</p> <p>Children in Need.</p>	<p>Children can talk about people who help us and when they have needed help.</p>
	<p><i>Phase 2</i> Y2-4</p>	<p>Children are taught when and how to help others in the classroom in a supportive manner, and begin to take opportunities to support others across the wider school community. They begin to lead whole-school activities with a charitable focus, as well as contribute to whole-school activities such as Christmas and Summer fairs.</p>	<p>School Council.</p> <p>Eco Warriors.</p> <p>Sports ambassadors.</p> <p>Charity days and other fundraising events.</p> <p>Whole school charitable activities (e.g. Year 4 assembly and collection for</p>	<p>Children demonstrate supportive behaviour in class and throughout school and accept help from others. Children are able to recall whole school charitable events and explain reasons for helping.</p>

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			Harvest, Christmas fair and summer fair).	
	Phase: Y5-6	<p>Children are taught how to support younger children in school in different ways, such as school captains, buddies.</p> <p>They are given responsibility for organising charitable events such as raising money for the British Legion's annual poppy appeal.</p> <p>Through enterprise opportunities, children produce items and lead games in order to raise money during Christmas and Summer fairs.</p> <p>Children support and gain awareness via events such as Hello Yellow (Children's Mental Health) and Odd Sock Day (Anti - Bullying) events.</p> <p>Children are given the opportunity to take on extra responsibility within school such as: play leaders; school council, eco-council, litter picking, house captains and school librarians.</p>	<p>Foodbank.</p> <p>Digital Ambassadors.</p> <p>Reading Ambassadors.</p> <p>Leading fundraising events and raising awareness of charitable causes.</p> <p>School Council.</p> <p>Annual British Legion poppy appeal.</p> <p>Enterprise opportunities as part of Christmas and Summer Fairs.</p>	<p>Children can explain how we support people in our local community.</p> <p>Children have confidence to suggest and organise their own fundraising events for chosen charitable causes.</p> <p>Children with leadership roles are able to explain how they support younger children.</p>

Rewards and Sanctions	
Rewards	Sanctions
<p>We believe in positive reinforcement and that excellent behaviour should be highlighted and rewarded.</p> <p>Praise is most effective when it is:</p> <ul style="list-style-type: none"> ➤ Sincere and genuine. ➤ Proportionate and fair. ➤ Specific (for example, linked explicitly to a core value). ➤ Celebrated with the child and passed on to home. ➤ Recorded to build upon as part of a continuous cycle of rewards. 	<p>At Oak Meadow Primary School we believe that sanctions must be proportionate to the misbehaviour. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil.</p> <p>Sanctions are most effective when:</p> <ul style="list-style-type: none"> ➤ They are timely and recorded specific to the pupil. ➤ They are acted upon swiftly. ➤ Communicated with home on the same day an incident takes place. ➤ They are fair and applied with consistency.
<ul style="list-style-type: none"> • Teachers congratulate children. • Teachers award children individual reward tokens for either consistently outstanding work or behaviour, or to acknowledge outstanding effort or acts of kindness in school following our 5 core values. • Gold tokens and HT stickers are given to celebrate exceptional efforts in both work and conduct. • Parents/ carers are sent personal communication to inform them of outstanding work and invite them to attend an achievement assembly. • During the achievement assembly, children from each class are awarded certificates and tokens. Their names are recorded in teachers' mark books. 	<p>Oak Meadow has adopted 'It's Good to be Green' as a positive behaviour strategy to enforce our school rules, and to ensure a safe and positive learning environment. Within each classroom there is a chart displaying all children's names. Behind each child's name, there are three cards to reinforce positive behaviour.</p> <p>1) Green Card: all children will have a green card displayed by their name. This indicates a consistent following of the school and class rules. If children remain consistently green over a week, they will receive an additional token for their house. Children will also then record this on their token chart that is building towards earning their next praise certificate.</p>

- Children receive a certificate when they have achieved a set token milestone.
- A half-termly reward is given to all children who have remained green during that period.
- All year groups have an opportunity to lead assemblies where they are able to show examples of their best work to the school and parents/ carers.
- Children are assigned to one of four different houses within the school upon entry: **Rowan, Ash, Yew and Willow**.
- Children can earn tokens for their house through positive behaviour and work. The tokens add towards their house's overall total. As children post a token into their house's tube, they hear the 'Sound of Success' representing both their personal achievement and the contribution that they have made to their house.
- The house trophy is awarded to the winning house with the highest total of tokens at the end of each half term.
- Within celebration assemblies each week, the school acknowledges all the efforts and achievements of children, both in and out of school. These are discussed and celebrated. In these assemblies, there is also a presentation with house captains for the highest running total for each house.
- Tokens are also part of an individual effort to earn bronze, silver, gold, platinum and titanium certificates of recognition at agreed milestones (50 tokens, 100 tokens, 200 tokens, 300 tokens and 500 tokens respectively).



- 2) **Yellow Card:** occasionally, children will need a reminder of the behavioural expectations in school. If a child needs reminding, they will be told to change their card to yellow. Every child has the opportunity to earn back their green status in a school day which will mean they have still remained green for the week and will therefore receive an additional token for their house. If a child receives 3 yellow cards within a given week, they will attend the Reflection Room during a lunchtime to complete a restorative behaviour task.
- 3) **Red Card:** if a child continues to disregard the school/ class rules, they will be requested to change their card to red. As a consequence, the child will miss part of their break / lunch time depending on the age of the child to reflect on their behaviour and complete a restorative task. It is the responsibility of the class teacher (or adult leading the class) to report if a child has received and finished the school day on a red card to their parent/ carer either in person or via telephone on the same day it was given. If a child receives 3 red cards within a given half-term, class teachers will arrange a meeting with their parents/ carers and the Phase Leader for their Year group to set a personalised behaviour plan, the content of which will be decided within the meeting. If the targets/ actions within the plan are subsequently not met (in the timescale given), the Senior Leadership Team will become involved.




- All staff at Oak Meadow have received Positive Handling training. This is supportive of staff well-being equipping them with the knowledge, skills and expertise of how to adapt approaches should the need arise.

Display

Token tubes are displayed in all classrooms as a visual reminder of expected behaviours alongside Good to be Green charts. Around the school environment, there are displays reminding children of our core values, celebratory flags and banners for each of our houses, lockers in all Year groups are colour coded for the houses as well as a central token tube collection point where tokens from classrooms are collected and centrally displayed each week with gold tokens also deposited there. Quotes of positive affirmation are displayed around the school to remind children to always try to be the very best version of themselves that they can be at all times.

Our routines

Name of Routine	Why?	How?	Role of the Adult
<p>"Be Ready" – This can be adapted to suit the need/ age of Year groups</p>	<p>To be respectful and ready to learn. To ensure noise is kept to a minimum during transitions. To keep pupils safe. To help children with ASD transition.</p>	<p>1. Stand up 2. Follow instruction 3. Be ready</p>  <p>Example: 1. Stand up from desk. 2. Tuck chair under. 3. Silently walk to line at the door and be ready.</p> <p>1. Stand up from the carpet. 2. Go to your table space. 3. Sit down and be ready.</p>	<p>Will say the number with the corresponding hand signal. Will tell the children the expectations. Expect 100%. Will rehearse this routine.</p>
<p>Right arm held aloft</p>	<p>To be ready, respectful and safe. To ensure orderly transition around the school. To ensure the immediate attention of all children.</p>	<p>Right arm is held aloft by the leading adult Children will quickly focus their attention on the adult and mirror the signal, holding their arm aloft. Children will fall silent and await for the next instruction to be given by the leading adult.</p>	<p>Encourage everyone to follow – may use voice to remind. Expect 100% compliance. One adult will give the clear instruction, all other adults will mirror this to reinforce the expectation.</p>

<p>Monitoring</p>	<p>Delivery of the Behaviour Curriculum will be tracked within the school monitoring cycle. This may include involvement from the school Senior Leadership Team, staff from other Trust Schools and the Trust Central team or members of the local governing body (LGB). Staff completing learning walks will identify examples of best practice and share these with colleagues if necessary. At Oak Meadow Primary School we monitor behaviour outcomes consistently across school to identify any trends and patterns. This enables us to intervene to support pupils and teachers in a timely fashion. Any red cards are linked to our CPOMS recording system and actions are monitored by the school leadership team with the implementation of a Personal Behaviour Plan for any child who receives 3 or more red cards in a half-term. The Headteacher will monitor all behaviour tracking across the school and have an oversight of targeted plans in place and how these are working in partnership with home. All stakeholders will have input into the development, review and implementation of the Behaviour Curriculum and will have the opportunity to provide feedback. The outcome of this monitoring is shared with all staff and through direct staff CPD. The Headteacher's termly report to Governors details behaviour reports and pupils' achievements. Pupil and Parent Voice surveys also support the cycle of review for the Behaviour Curriculum, validating successes whilst utilising feedback to support future innovations. We include the thoughts and feelings of distinct leadership groups within school (House Captains, School Council, Eco-Council, Art Ambassadors, Sports Ambassadors, Digital Ambassadors, etc.) to shape our vision, values and culture.</p>
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