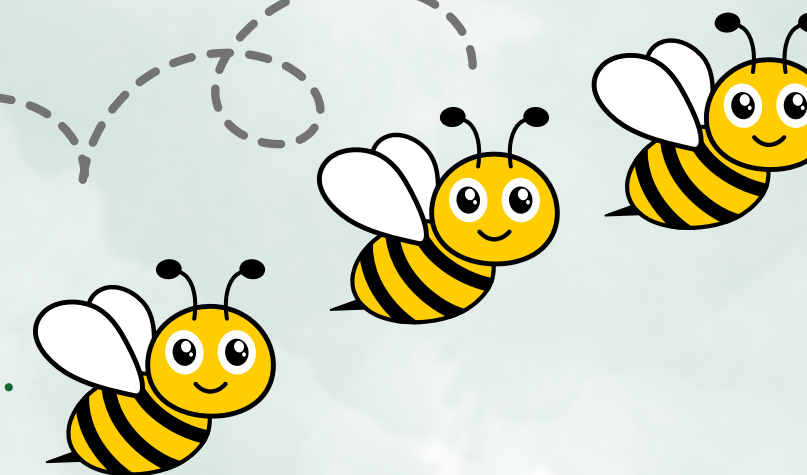




Barrow Behaviour Curriculum 2023 – 2024

'The Barrow Way'

Rooted in God's love, everyone growing together to become the best that we can be.



At Barrow, we want to prepare our children for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our curriculum, has been meticulously crafted to shape the character of our children, preparing them for a prosperous future. Central to this endeavour is our behaviour curriculum 'The Barrow Way'. Within this curriculum, we impart exemplary conduct through clearly defined expectations, established routines, and ample opportunities for both our staff and children to practice, model, and refine these behaviours. Our aim is for our children to grasp the how and why of behaviour and have frequent chances to put this knowledge into practice, so these behaviours become second nature in their daily lives. Our behaviour curriculum is thoughtfully designed to be inclusive, accommodating children from EYFS to Year Six, with adaptations made to cater to the unique needs of every child, including those with SEND and other additional requirements. Our commitment is to foster success in every child so they can 'become the best that we can be'.

Visible Kindness, Visible Consistencies

Autumn term

Behaviour Blue Print and working party with staff, governors and children to develop 'The Barrow Way'

Meet and Greet
'Walking Tall' Shoulders back, chin up and grin!
Classroom Routines
STAR (Autumn 2)

Spring term

Revision of Routines & Expectations

Lunchtime Focus

Teachers to recap as necessary.

SLT to identify and areas for development.

Summer term

Revision of Routines & Expectations

Teachers to recap as necessary.

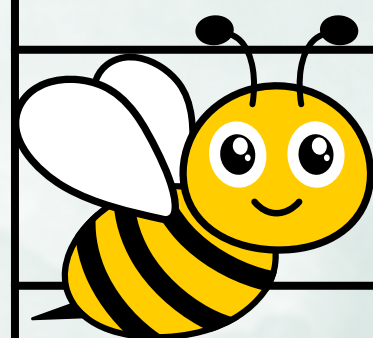
SLT to identify and areas for development.

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

Our Three Bs

Know that there are three behaviour expectations in school. These are to be ready, be respectful, be safe

Know the following examples of these three principles –



Be Ready

Say good morning / afternoon to adults

Respect others right to learn

Follow adult instruction

Aiming to be the very best you can be?

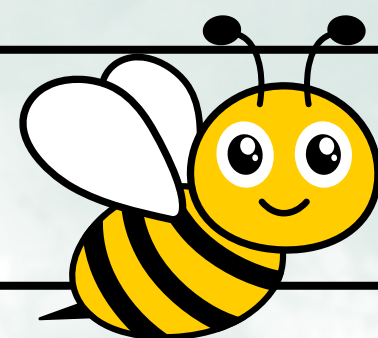
STAR

S – Sitting or standing up straight

T – Tracking the teacher

A – Attention at all times

R – Respect towards others



Be Respectful

Say please and thank you

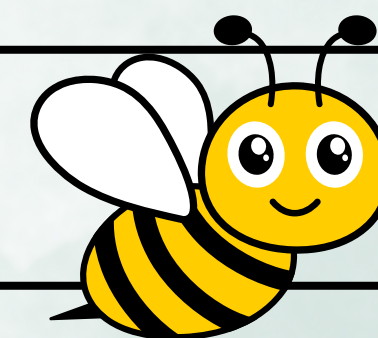
Hold doors open for people

Talk kindly to each other

Respect school property by looking after it

Use a calm and polite tone of voice

Value differences



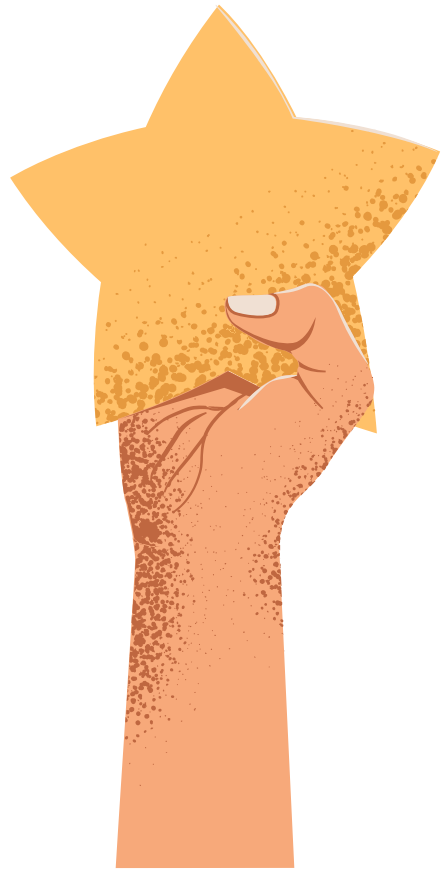
Be Safe

Sitting sensibly in the classroom

'Walking tall' through corridors

Playing games that do not become too physical.

Using calm and respectful tones when we communicate.



Our Routines

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When children see this, they should respond by being silent and responding with STAR.

S – Sitting or standing up straight

T – Tracking the teacher

A – Attention at all times

R – Respect towards others



'Walking Tall'

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

- Walking quietly
- Shoulders back. Chin up and grin!

Arriving at school at the beginning of the day



Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I will be greeted at the door by my teacher.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchboxes in the box and water bottles on the side.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Lunchtime



Know that I 'walk tall' when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.

Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.

Know that I 'walk tall' when walking from the dining hall to the playground.