



At Hardingstone Academy, we know how important it is to prepare our pupils for the life that lies ahead of them and that teaching about outstanding behaviour is an essential part of this. Our 'behaviour curriculum' is taught alongside other National Curriculum subjects to ensure all pupils understand how to behave and the reasons why. We ensure there are plenty of opportunities for pupils to practise these behaviours, so they become a routine part of their everyday life. Our behaviour curriculum is adapted to suit the needs of all pupils including those with SEND and other needs, so that every child can succeed.

Parents have an essential role to play in reinforcing the behaviours that are taught in school. This will encourage partnership working, enabling every child to be the best they can be and to reach their full potential.

<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<p>Children arrive at school on time, every time, and get to lessons on time.</p> <p>They have the correct uniform and the right clothes for PE and playing outdoors.</p> <p>They wear their uniform with pride.</p> <p>They come to school with the right equipment for the day.</p> <p>They take part fully in lessons and show resilience.</p>	<p>We always listen when an adult is talking.</p> <p>We always listen to pupils in our class giving ideas and feedback.</p> <p>We are polite and show good manners to everyone.</p> <p>We respect difference and know we are all equal.</p> <p>We look after our equipment and share it.</p> <p>We look after our environment and never drop litter.</p> <p>We respect the law and the rules of school and society.</p>	<p>We follow instructions - first time, every time.</p> <p>We do not tolerate bullying of any kind.</p> <p>We walk sensibly around our school.</p> <p>We line up sensibly.</p> <p>We know who to go to for help and support.</p> <p>We stay safe online and outside school.</p> <p>We use equipment safely.</p>



## At the start of the day...

### Children will...

- Walk to their entrance.
- Stand quietly and wait, with an adult, if accompanied.
- When the doors open, enter quietly.
- Say good morning to peers and adults.



### Parents and carers will

- Ensure their child arrives at school safely and on time (not before 8.30am, unless attending breakfast club or before school clubs) \*\*
- Ensure their child is supervised when waiting to enter the school building.
- Stand quietly and wait, alongside their child.
- Ensure their child does not utilise the school play equipment or field.
- Reinforce expectations if not accompanying their child at the start of the school day (Year 5 and 6 only) \*\*
- Ensure all mobile phones are put away and not used on the school grounds (This applies to parents/carers as well as children) \*\*
- Enable teaching staff to focus on the children, booking an appointment with the school office to discuss matters relating to their child.



### Why we expect to see this behaviour

- Provides a calm, purposeful start to the day.
- Ensures all children are ready for their learning.
- Children and adults feel valued and welcomed which sets a positive tone for the day ahead.
- All children and adults remain safe: children are supervised before the start of the school day.
- Learning time is maximised.



### \*\* Notes

- If children are dropped off at school before the gates open, please be aware that they will be unsupervised.
- Year 5 and 6 children who are not accompanied to school must have relevant documentation signed by parents/carers and returned to school.
- Children must have written permission which identifies a relevant reason for a mobile phone to be in school.



## At the end of the day.....

### Children will...

- When the doors open, wait quietly for teaching staff to release them to their parent/carer.
- Leave school quietly and go directly to their adult.
- Remain with their adult at all times.



### Parents and carers will.....

- Ensure their child is collected on time from their classroom.
- Ensure their child is supervised when leaving the school premises.
- Ensure their child does not utilise the school play equipment or field.
- Be supportive, asking their child about their learning and positive aspects of the day.
- Contact the school office if they are delayed or another adult is collecting their child.
- Be respectful to all other adults and children on the school site and in the vicinity of the school, ensuring they have read and follow the school's guidance on Parental Conduct.
- Reinforce expectations if not collecting their child at the end of the school day (Year 5 and 6 only). Please ensure your child goes straight home and does not wander around the streets or park.
- Ensure all mobile phones are put away and not used on the school grounds (This applies to parents/carers and children).



### Why we expect to see this behaviour...

- Provides a calm, purposeful end to the day.
- Ensures all children are collected by an allocated adult and school meets their safeguarding responsibilities.
- Children have a positive transition from school to home.
- All children and adults remain safe: children are supervised before the end of the school day.



Scripted Language to support behaviour management at home.

1. Statement of reality - tell them what you see!
  - "Fred, you're talking when I'm speaking..."
2. Tell them what you want to see - reminding pupils of the agreed expectations.
  - "Fred, I need you to listen when I am speaking - thank you"
3. Statement using language of choice - be explicit with language - ensure any consequences are proportionate to the behaviour shown.
  - Fred, you are choosing to behave this way and if you choose to continue to speak when I'm speaking then I will have to [*consider a suitable consequence*]"
4. Reinforce and depersonalise - again, refer to whole school expectations.
  - "Fred, at Hardingstone Academy we respect and listen so that everyone can learn"

To find out more about our behaviour curriculum expectations at Hardingstone Academy, please see our website at: <https://hardingstone.emat.uk/>