











School Values	Kindness	Curiosity	Determination
School Vision	At Exwick Heights we aspire for our pupils to achieve academic excellence and personal empowerment. This ambition is underpinned by our core values of kindness, curiosity, and determination, which guide everything we do.		



The aims of the behaviour curriculum is to support academic excellence	<p>EWH encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices. EWH has a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices as set out in the Positive Behaviour Management Policy. This Policy aims to outline the measures by which the School aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete work to a high standard; and to ensure EWH is a place where all feel safe and connected. The commitment of staff, students and parents is vital to develop a positive school environment and ethos. EWH's Positive Behaviour Management Policy applies to all students and any time a student is recognisable as an EWH student in the community and online.</p> <p>1. To support students taking pride in their behaviour, so that there is a culture of safe and respectful aspirational learning everywhere in the School with no learning opportunity wasted. 2. To provide clarity for staff, students and the community about acceptable behaviour and enable the creation of strong and positive relationships to promote high standards of attainment. 3. To encourage students to make safe behaviour and learning choices and take responsibility for their own actions. 4. To enable teachers to deliver engaging and creative lessons, for pupils to show determination and make aspirational choices, in a safe and secure environment.</p>
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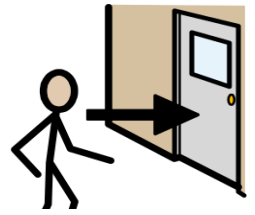




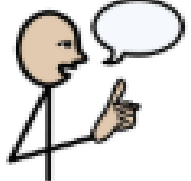
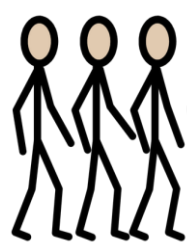

Teaching the Curriculum	<ul style="list-style-type: none"> Good behaviours are explicitly modelled, taught and regularly refreshed to ensure all pupils understand the expectations of them. The EWH learning behaviour and expectations set out clear routines for behaviours for learning and standards so that we have a shared and consistent language of expectations across the School. The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects and it is reviewed. 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 EWH learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. 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 and this will be supported with video exemplification for the children. 	The process for teaching behaviour explicitly is as follows:	
		1. IDENTIFY the behaviour we expect 2. Explicitly TEACH behaviour 3. MODEL the behaviour we are expecting	4. PRACTISE behaviour 5. NOTICE/REWARD excellent behaviour 6. CREATE conditions for excellent behaviour
		<p>It is important that all School 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, connected and are able to learn in an aspirational environment where teachers are free to teach.</p>	

<p>SEND</p> <p>While this behaviour curriculum is for all pupils, it may be applied differently in different year groups depending on pupils’ characteristics such as age and/or Special Educational Needs (SEND). For example, pupils who are Autistic may find it very uncomfortable to maintain eye-contact. The School community and teachers’ sensitivity to such need and any required reasonable adjustments is expected and any such adjustments should allow the teacher to teach the curriculum unimpeded. Please see further details on the school website under SEND.</p>	<p>Mental Health</p> <p>The following layers of support are also used to provide additional support when necessary; this is assessed and run in school and any work will be undertaken with parental/carers agreement.</p>			
	<p>MHST, Jigsaw and the Wellbeing Curriculum</p> <p>A Mental Health Support Team works in the School a day per week. Their bespoke work is planned for and implemented with individuals, groups and their families.</p> <p>Where individual therapy is not required, teachers will run or deploy support staff to run small group and individual interventions from the Jigsaw programme.</p> <p>The Jigsaw curriculum (PSHE and SRE) and the Wellbeing Curriculum (Mental Health) are accessed by all children throughout their education at Exwick Heights.</p>	<p>Family Support Worker</p> <p>Our Family Support Worker provides families with information and support through the Early Help process where appropriate. They also offer bespoke support for children, staff and lead in coordinating the MHST.</p>	<p>Trauma Informed</p> <p>All School staff support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Behaviour care plans run alongside provision for all to ensure bespoke provision where appropriate.</p>	
<p>These approaches are linked to the PSHE/Wellbeing curriculum with regards to pupil wellbeing and mental health</p>				
<p>Our pupils will be <u>rewarded</u> for aspiring for Personal Empowerment, having Marvellous Manners, for living the values of Kindness, Curiosity and Determination (Team Points)</p>				
				
<p>Our pupils will be <u>rewarded</u> for working hard and aspiring for Academic Excellence: Reach for the Heights Stickers, Dojo Points, Diamond Dojo Certificates, Star Learner & Super Star Learner, Academic Excellence Stars, Personal Empowerment Stars and Word Millionaire.</p>				
				

Embedding the Behaviour Curriculum - We ensure that the positive behaviour management culture is reinforced when teaching curriculum subjects and through other teaching opportunities. These opportunities are outlined below and further details can be found in our EYFS and National Curriculum document on our website or by clicking [here](#).

Behaviour, Expectations and Routines	Assembly (Social, Moral, Spiritual and Cultural)	Assembly themes, in line with national days – Online Safety, refugees etc.	PSHE Curriculum Wellbeing Curriculum	PE Curriculum	Computing Curriculum
Wider Community links such as Silver Readers, Care Home Choirs, Neighbourhood messages	School Community links – Ambassadors such as music, play, sports and charity.	Safeguarding curriculum e.g. online safety and anti-bullying	Opportunities to perform The Expressive Arts	British Values is explicitly taught	Enrichment Clubs and Trips Visitors

What expected behaviours do we intend, teach, model, practise, notice and reward? See below for child-speak explanations. Why do we do this? We aspire to create the conditions for excellent behaviour through routines that sit outside of our pedagogical teaching and learning models. Children have a behaviour curriculum and behaviour routines to enable their teachers to cover more each lesson whilst reviewing and making links to a broader more aspirational curriculum content in general.

 <p>Warm Welcome Every day, adults and children will use their Marvellous Manners to greet each other with a 'Good Morning' and 'Good Afternoon'. Children will then come into the classroom quietly.</p>	 <p>Sitting in S T A R You are expected to be showing S T A R when an adult or peer is talking. Each of the letters stands for a different action. It is respectful to look at others and concentrate when others are talking.</p>	 <p>Silent Stop Adults will use the silent stop in louder environments to gain children's attention quickly. When an adult raises their hand, every child does the same before sitting or standing in STAR.</p>	 <p>Ready by One An adult will count down from 3 - 2 - 1 and say what they expect you to be doing. Adults may say, 'Ready by One' to regain attention after you have been writing or talking to a partner. It is important that everyone is ready so that everyone can learn.</p>
 <p>Talk Partners In partner talk, we turn to speak to our talk partner during lessons. An adult will say 'Talk Partners' using their hands to instruct a turn (they may just do the signal). When this happens, you need to turn to your partner, ready to speak to them. Anyone can be asked a question after time to consider a question in talk partners.</p>	 <p>1,2,3, Slick Transitions This will happen when we move from one space to another. When a teacher shows (1) on their hands, stand up, at (2), push your chair in to keep our class tidy and safe and at (3), line up without talking.</p>	 <p>Move Smart When you leave the classroom or are moving around the school, the adult will ask you to wait at specific points or places e.g. the bottom of the stairs, the double doors or at the gate. When everyone is ready, the class can move on together.</p>	 <p>Show Me Boards When we use whiteboards in class the teacher will give us a task and then ask to see what we write. The adult will say, '1, 2, 3 Show Me' and we must hold up our boards to show whatever we have written, even if we haven't finished.</p>