



Conduct Curriculum

Bridge Learning Campus Primary

Build Respect Inspire Dare Graft Empower



First Steps To Next Steps
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bridgelearningcampus.org.uk

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Our Vision

At Bridge Learning Campus our vision for our children is *that our school family is a community that educates and empowers, building confidence from first steps to next steps.*



We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially, and emotionally. For this reason, we have a collective and positive approach to behaviour expectations. We explicitly teach and deliberately practise daily: our routines and our expectations to ensure that our children develop habits of self-discipline so that they can engage purposefully and meaningfully with learning, each other and the adults in their lives.

We believe that children thrive in a culture of high expectations supported through a common understanding of a core set of agreed strategies, strong routines and boundaries that are consistently applied by all members of staff who develop and maintain positive relationships with them.

The school has six values which we expect everyone in our school community to uphold all of the time – **Build, Respect, Inspire, Dare, Graft**

and **Empower**. These values are part of the fabric of our school and help our children to grow and develop into confident ambitious learners who make the most of the opportunities given to them. Our school values help us to deliver our vision and are woven throughout every aspect of school life – they are the building blocks of our universal offer to all pupils and the language should be deliberately used to support children to understand the expectations around how we interact with one another.

Our School BRIDGE Values



BUILD

We build our resilience by taking risks and learning from feedback. We build on our learning year on year to improve our life opportunities. We build others up as well as ourselves.



RESPECT

We show respect by using manners. We show respect by listening when others are talking. Our positive behaviour respects everyone's right to learn.



INSPIRE

We inspire others by producing high quality work. We inspire ourselves to learn from taking an interest in what we are learning. We take inspiration from others even when this is challenging.



DARE

We don't settle for average; we dare to take on new challenges. We dare to take courage over comfort in the classroom. We empower others through our positive attitude and actions. We dare to think big to address our ambitions.



GRAFT

We graft in lessons by attempting all tasks to our very best. We graft to achieve our full potential. We graft to make the right choice, especially when it's not the easy choice. Through determination and graft, we attend every lesson, every day.



EMPOWER

We empower our futures by giving our best effort to our learning. We empower ourselves by debating and expressing our ideas and opinions. We empower others by being an ally. We empower others through our positive attitude and actions.

Teaching and managing a culture of positive behaviour and social interactions at a whole school level

Pupils come to school with different understandings of what it means to behave and interact positively with others. At Bridge Learning Campus, everyone is responsible and accountable all of the time for teaching and maintaining a culture of positive behaviour and social interactions. We believe it is the job of every adult in school to deliberately teach and model our social norms so that there is a common understanding of 'the way we do it in our school' which is consistently understood by everyone – children and adults alike.

To establish and maintain positive behaviour, students at BLC are flooded with signals throughout the day about what positive behaviour looks like at school and in society because the more they see this in action being demonstrated by multiple adults and children, the more likely they are to replicate this themselves.

In our school, whole school social norms are maintained by:

- Telling pupils what this looks like in assemblies, class lessons and through our incidental interactions
- Modelling to pupils what this looks like through our own interaction with them and other adults
- Correcting/ challenging incorrect behaviours and interactions when we see them
- Repeating routines and positive interactions constantly so that they become embedded in the fabric of the way we do it in our school.



Routines are the building blocks of our school culture and so we all must spend time deliberately teaching and maintaining these. Routines are specified behaviours we want to become automatic. The job of adults in school is to identify these, explicitly teach what these need to look like and practise them to develop and maintain automaticity.

Whole school routines

Entering for assemblies: All children are taught to enter and leave assembly in silence (including adults) because this is a time when we are all together to collectively worship or celebrate achievements. What does this look like in practice?

Walking on the left, 1 behind the other, hands by side, teachers use non-verbal cues to support.

Walking to the lunch hall: All children are taught to walk down the corridor on the left-hand side at all times, when we walk to the lunch hall we can talk to our friends because this is a social time, we talk at a reasonable level. Pastoral team and scheduled staff will be on duty every day to support these movements around the school.

Entering the classroom and main building: Outside behaviour and interactions look different to those we see in the building. What does this look like in practice? Children walk through the door one at a time, we use our indoor voice, when coming in after break and lunch teachers should stop children at the door remind them of the expectations/ give the next instruction and manage how pupils enter.

Classroom Management of Social interactions and behaviour

In our school, there are no individual class rules, instead all children should be 'ready to learn', this involves: active listening, active engagement, active participation.

At BLC we know that regardless of how great your teaching input is, if children are not alert, sitting up and actively listening, teaching it will be like pouring water into a leaky bucket. To maximise children's' ability to actively listen, engage and participate all teachers use agreed classroom management strategies to teach children classroom 'cultural norms' and to ensure that learning time in the classroom is utilised.

Active listening: To explicitly teach children what actively paying attention and actively listening to

adults and each other looks like in practice we establish baseline behaviours for learning using:

- **Meet**
- **Greet**
- **Stand**
- **Seat**



To explicitly teach pupils what actively engaging and participating in learning looks like teachers use a variety of different agreed methods such as:

- Talk partners
- Show me boards
- Cold calling
- No opt-out
- Targeted questions

As well as the above, we have **Silent Signals** - which are used also throughout primary to teach pupils how to show they are ready for their learning.

The Silent Signals

We need pupil's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and pupils. When everyone uses the same routines effectively, behaviour management will be transformed. Children will know the expectations when they move into new groups each half term, and staff do not need to establish new routines.

Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back. The stop signal is used at an assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings. Use this signal to gain attention. Practise until pupils respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every pupil has responded. Every pupil: - raises one hand in response; - checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary; - looks attentively at you – eyes locked into yours to show they are ready to listen; - sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Turn to your partner (TYP) signal

Partner work should be used consistently in all lessons. Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'. Children should turn their heads towards their partners, not their whole body or chair.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to them that this signal is yours and not theirs.

Magnet eyes

When you want to be sure they are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

Silent handwriting signal

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper. This signal indicates that children sit with their: - feet flat on the floor - bottom at the back of the chair - body one fist from the table - shoulders down and relaxed - left/right hand holding page - back leaning forward slightly - left/right hand holding a pencil, ready in tripod grip.

Lunch time zones

Any behaviour incidents that occur in lunchtime can have a negative impact in the afternoon. After time left occupying themselves, **children grow bored**. And before long, they're entangled in **social disputes**, which spill over into the classroom and **eat into valuable lesson time**. Instead of launching into teaching, we find time is spent disentangling who-said-what-to-whom. Not the most productive start to the afternoon...

Playgrounds can be large, unbroken spaces. Zoning works by **breaking up that space** into a number of defined areas (or zones). Instead of getting lost in one vast, empty space, children visit a range of smaller breakout areas instead.

At BLC, a single activity is available in each area for the children to play with. So instead of one or two options for play, zoning provides a buffet of activities for the children to choose from. During lunch, the children move from area to area. When they get bored in one zone, there's always another offering a different experience. And this has a positive side effect: by travelling from zone to zone, the children **break their long lunch time into smaller segments**. We have zones for small, quiet games, larger physical games, calming club inside, computing club inside and our very exciting play apparatus.



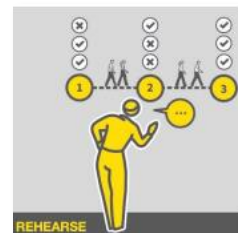
Feedback from parents: *This sounds absolutely fantastic, something for everyone!*

At Bridge Learning Campus we teach using explicit instruction
We aim for 100% participation, 100% engagement because...if we are not interacting, they are not learning!



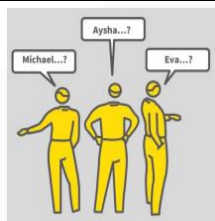
We... establish and rehearse routines for every common situation children encounter. Effective teachers establish simple routines so they know precisely what to do, when, and how, so that we can all focus on the learning.

- Establish the routine, describe and model them explicitly
- Repeat the routines like a rehearsal giving them clear feedback until you get the level of success you want and it is automatic
- Do not allow the routines to slip below what you expect!
- Reinforce routines constantly and consistently



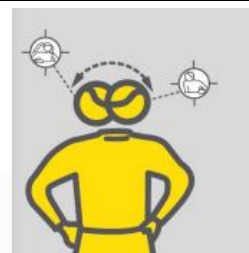
We... use positive framing to maintain high expectations through positive reinforcement. Effective classroom managers frame correction using positive reinforcement to secure the behaviours they want.

- Be precise so children are clear about what you expect to see and hear
- Use their names as much as possible
- When they do not meet your expectation reassert what you want – don't describe their behaviour 'Blake, I'd like you looking this way.'
- Assume confusion over defiance



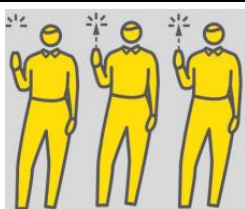
We... use signal, pause, insist to establish routines and maintain high expectations. Effective teachers give precise, consistent signals to manage classes and insist on the response.

- Select a clear and easily reproduced signal that you will use to gain attention eg silent signals
- Teach pupils the signal explicitly and practice it multiple times
- Use the signal by standing facing the class, scan the room and make eye contact with everyone
- Pause – do not give the next instruction until everyone follows the instruction
- Ensure 100% compliance using verbal/ non-verbal cues where needed



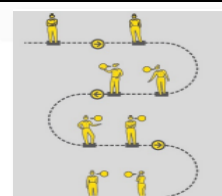
We... use verbal and non-verbal cues to communicate with children. Effective teachers do not only use their voice to manage the class they also use non-invasive strategies without stopping the flow of their teaching

- Use eye contact
- Use hand signals/ gestures
- Intentionally model the behaviours you expect to see
- Use fewer words
- Use names



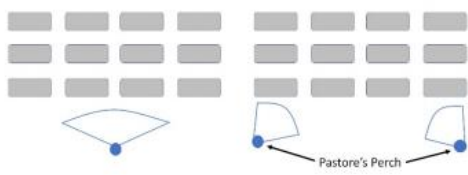
We... are ready and waiting for the for children to support transitions. Effective teachers know that moving 30 pupils around a room and the building can be a military operation.

- Be at the door ready to welcome every pupil every day
- Be on the playground just before the bell so that you are ready to support them to line up correctly
- Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground
- Walk pupils into assembly silently



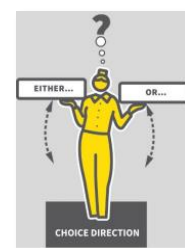
We... ensure that we track and helicopter so that we are seen to be looking. Effective teachers need to see what is happening in their classroom to prevent non-productive behaviour.

- Position yourself in the classroom so that you can scan and track all children in the room
- Move to different positions around the room to notice and support all pupils
- Always ensure you can see everyone
- Be seen looking using non-verbal/ verbal cues to keep pupils on task



We... narrate choice and consequences. Effective teachers are explicit with children that if they do X then Y will happen – and follow through on this consistently every time.

- Establish clarity around your expectations
- Use assertive choice direction – if pupils choose to misbehave they choose to receive the consequence
- Explain the why...
- Maintain the principle of certainty over severity
- Be consistent and fair



Management of the learning attitudes traffic light system



In order to ensure a consistent approach across the school for staff and children, each primary class has a clearly visible learning attitudes traffic light system with children's faces / names on it as a visual reminder of the current stage children are working at within our system. Application of the system is crucial so that children are clear of the expectations and see that these In order to ensure a consistent approach across the school for staff and children, each primary class has a clearly visible learning attitudes traffic light system with children's faces / names on it as a visual reminder of the current stage children are working at within our system. are applied fairly.

- Recognition and positive reinforcement form the basis of our approach.
- Every child starts the day with their name on green.
- Children can move up and down through the traffic light system throughout the day to enable teachers and children to recognise and understand that mistakes are made but that we can move on from these.
- Traffic light system not to be used in class if child is on class positive chart / pastoral chart / or HT report.



Teachers should always use the language of our school values to support pupils to understand the expectations at each of the stages and this should be used explicitly with children to communicate with them why they are moving up or down. Teachers use the dojo system as a reward tool. These are also based on our Bridge Values, as well as attendance. Our Pastoral

team track when children achieve the highest number each week so that Head Teachers awards can be given during celebration assembly. Golden Tickets are awarded every Friday to a child in each class. They earn a prize and have a milkshake with a member of the senior leadership team during lunch time.

Dojo Awards

- 20 dojo points awarded in a week – HT Award
- 100 dojo points – Bronze Badge
- 200 dojo points – Silver Badge
- 400 dojo points – Gold Badge
- 800 dojo points – Platinum Badge

Teachers also log attitudes to learning in all curriculum areas on Insight. This is monitored termly by the Pastoral Team Leader with data for disadvantaged groups analysed to spot trends and actions which need to be taken; the data is used to understand how effectively the school approach to behaviour for learning is being implemented by staff; the pastoral care/ behaviour needs of pupils, plan intervention, where needed, and to monitor the impact of intervention work.

Report Card Behaviour

Sometimes children do not meet the expected standard of behaviour in the classroom, around school or in the playground – this looks different to not maintaining positive attitudes to learning. Adults will always remind children of the reasons we ask them to behave in the way we do but where behaviour falls short of the expectation there must be a consequence. At Bridge Learning Campus if a child demonstrates any behaviours that are not representing our Bridge Values, a range of strategies may be used by the school as a consequence to demonstrate the action was wrong and needs to change. These may include but are not limited to:

- missed break/ lunchtime.
- working in partner class
- internal exclusion
- a period of intense monitoring applied for a fixed period and parents will be informed by the class teacher.

Following these incidents, a period of up to 15 days on report card will be enforced where the child will report to a member of SLT at least once a day to discuss behaviour. These incidents must always be discussed with the Leadership Team.

Stage	Learning attitudes	Reward/Sanction
Gold <i>Exceptional Behaviour and Role Model</i>	Exceptional engagement and participation in learning which is maintained throughout the day. <ul style="list-style-type: none"> Actively listening and showing respect for others' views Persevering in learning especially when it is challenging. Demonstrating pride in own work to ensure the content and presentation are continually improving. Actively encouraging others to try their best and supporting them appropriately. 	Communicate to parent/ carer via teacher through class dojo Meet with SLT to share
Black <i>Exceptional Engagement</i>	Exceptional engagement and participation in learning <ul style="list-style-type: none"> Actively listening and showing respect for others' views Persevering in learning especially when it is challenging Demonstrating pride in own work to ensure the content and presentation are continually improving 	Stickers Positive praise May communicate to parent/ carer via dojo for weekly values award and attendance at Golden Ticket lunch.
Green BLC Learner	Ready to learn - everyone starts the day here every day <ul style="list-style-type: none"> Active listening, participation, and engagement in learning Following instructions Completing learning Productively working with others 	Stickers Positive praise Dojo points
Blue <i>Warning Stage</i>	Not meeting the expected standards for learning attitudes <ul style="list-style-type: none"> Interrupting teaching and other children's learning e.g. talking at the wrong time, ignoring instructions, Not taking part in the learning 	<ul style="list-style-type: none"> Non-verbal cues Eye contact Reminders Change seat Sit by adult Warning about danger of going onto amber When on a warning over 3 times in a week, positive behaviour chart to be given and monitored for a week by class teacher.
Amber <i>Stage after Warning</i>	Not meeting the expected standards for learning attitudes even after a warning <ul style="list-style-type: none"> Failure to respond to teacher's request on more than one occasion Creating a disturbance to other's learning on more than one occasion Ignoring instructions after a verbal warning 	5 minute timer in class at play time or if persistent, 10 minutes at lunch time with SLT Individual positive reward given by teacher When on amber more than 3 days in a week, a pastoral behaviour chart will be given for a week. If appropriate, loss of break/lunchtime or other privileges report card considered
Red <i>Report (by SLT or Pastoral only)</i>	Report Card Behaviours – Only given by SLT and Pastoral only <ul style="list-style-type: none"> A serious fighting incident Violently hitting another child with intent Shouting/ swearing at an adult/ aggression towards an adult Destroying/ damaging school or another person's property with intent Leaving a room/playground without permission/ walking away from an adult who is speaking to them Generally, not following the Bridge Values consistently. 	A period of up to 15 days on report card will be enforced where the child will report to a member of SLT or Pastoral at least once a day to discuss behaviour.

Using rewards and sanctions to support positive learning behaviours

Sanctions and rewards are an essential part of our school feedback system but they are only one part of the jigsaw. Rewards must be sincere, targeted and proportionate and sanctions must be consistent, proportionate and predictable – we always use the idea of certainty over severity so that we are consistent and fair.

Our rewards and sanctions for each level of the traffic light system should be used consistently by all staff.

Pupils with identified needs

Where pupils have an identified need, this has been agreed by home and school and there is a support plan in place a reasonably adjusted version of the traffic light system will be written and used where it is felt appropriate, to support and provide clarity around expectations, rewards and sanctions for the individual.

Pupils with additional needs are still required to meet adapted expectations with identified support in-line with their provision plan; follow instructions and stay safe in school.

Violence towards staff or pupils, damage to school property will not be tolerated and may result in suspension or exclusion.

Behaviour and social interactions at break time and lunch time

Classroom interactions look different from playtime interactions because children are able to run around, engage in games together and have free time to engage in the activities in the zones on offer. Outside voices are louder than indoor voices. Children need to be explicitly taught this difference and adults need to support pupils to follow the social norms.

The learning interactions traffic light system is not in place outside and where there is an issue outside this should be dealt with differently but in the same fair way.

The adults on duty at break time report any inappropriate behaviour back to the class teacher. This enables the class teacher to be aware of incidents

Rewards	Sanctions
<ul style="list-style-type: none"> Stickers Positive praise Communication to class teacher/teaching assistant on specific ways in which the child has displayed school values 	<ul style="list-style-type: none"> Asked to leave the game or zone and directed to a new game/zone Standing next to an adult for 5 or 10 minutes