



The 'Willowbrook Way'

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from Nursery to Y6	Explicit teaching of the full 'Willowbrook Way' curriculum content	Ongoing revision of content	Longer recap of 'Willowbrook Way' curriculum	Ongoing revision of content	Longer recap of 'Willowbrook Way' curriculum	Ongoing revision of content

Intent

At Willowbrook School we develop excellent standards of behaviour through our 'Willowbrook Way' curriculum. This curriculum carefully defines the behaviours and habits that we expect pupils to demonstrate, and is underpinned by our four values of Respect, Teamwork, Excellence and Friendship. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

The 'Willowbrook Way' is also based on the EEF's Summary of recommendations in the document, 'Improving Behaviour in Schools', which states:

- Consistency and coherence at a whole-school level are paramount
- Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

How the 'Willowbrook Way' is taught

The curriculum is taught explicitly during the first week in the autumn term, alongside the traditional National Curriculum subjects. 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 'Willowbrook Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching and will involve regular retrieval practice to check and strengthen retention. All adults will also demonstrate these behaviours. Adults will need to ensure pupils have time to practise these (particularly in the first few days of term). For example, **Fantastic Walking/Lining Up** should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content – knowledge children will acquire

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

Behaviour

- Know that there are three four core values in school. These are to show:
 - Respect
 - Friendship
 - Teamwork
 - Excellence
- Know the following examples of how these values can be demonstrated:

Respect <i>Appreciating the feelings, opinions, rights and achievements of others.</i>	Friendship <i>Mutual trust and kindness between all members of the school community.</i>	Teamwork <i>Knowing that we belong to both a class and school community, and we all thrive when we work together.</i>	Excellence <i>Being the very best we can be in all aspects of school life.</i>
We show respect... - When we are proud of who we are as individuals.	We show friendship... - When we share with others.	We show teamwork... - When we encourage others to do their best.	We show excellence... - When we strive to be the best that we can be.

<ul style="list-style-type: none"> - When we look after our school environment and others' belongings. - When we listen to <i>any</i> adult who speaks to us. - When we use our manners and say "hello", "good morning", "please" or "thank you". - When we talk positively about other people. - When we tell others that we appreciate them. - When we hold doors for people. - When we appreciate others' differences, including their beliefs. - When we are graceful in winning and respectful in losing. - When we are honest with each other. 	<ul style="list-style-type: none"> - When we consider other people's feelings. - When we celebrate others' achievements. - When we help those who are finding things tricky. - When we say kind things to each other. - When we include others in our games and conversations. - When we can disagree without being unkind. - When we trust one another. - When we do things for others without being asked. 	<ul style="list-style-type: none"> - When we work nicely in our family groups. - When we listen to others' ideas. - When we use positive language with each other. - When we let everyone in the team contribute. - When we take turns and cooperate. - When we are patient with teammates who might be less confident than us. - When we help each other to solve problems. 	<ul style="list-style-type: none"> - When we work hard to learn our times tables, spellings, and when we read regularly. - When we concentrate on our learning and remain focused. - When we take pride in our school books. - When we go 'above and beyond' with our work, putting in extra effort. - When we embrace new challenges positively. - When we set ourselves goals and work hard to achieve them.
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Classroom routines

- Know that we enter the classroom quietly, and settle quickly at our desks (or carpet spaces), ready to work.
- Know to sit up straight, facing the teacher, with all legs of my chair down, to show I am ready.
- Know the routine for handing out exercise books in the classroom.
- Know where to hang up your coat in the classroom and ensure the cloakroom is kept tidy.
- Know when it is an appropriate time to get a drink.
- Know that when my teacher gives the '5, 4, 3, 2, 1' signal: I finish what I am doing, I put everything down, I face my teacher

- and I show that I am ready to listen. (The teacher should never have to get to '0' before children are ready)
- Know that we listen respectfully when others are speaking. ('One voice' can be used as a reminder to children that one person at a time should be speaking in lessons).
 - Know that when we are listening to others, we do not fiddle with equipment, make noises or distract others. (Some children with specific SEND may have a fiddle toy as part of their provision for concentration).
 - Know to say, 'Please may I go to the toilet?' when I need to use the bathroom.
 - Know to keep my stationery organised, and to look after it carefully.
 - Know that when I want an adult's attention, I sit in my seat and put my hand up. I know to wait patiently and not to make any noise.
 - Know that it is important to speak in a clear voice in class when sharing my answers, so that everyone can hear.
 - Know that I should usually try to speak in full sentences when giving answers.

Rewards / Consequences

- Know the 'In class Promise' system, meaning that we can be rewarded with a well done, sticker/merit, special mention or a postcard for particularly good work or behaviour.
- Know that a whole class token can be earned for particularly good collaborative work, collectively good behaviour or showing class teamwork.
- Know that if we are not being respectful in a lesson, and are disrupting the learning of others, we will be given a warning, will then move learning spaces and then be sent to the Works/Time out.
- Know the range of behaviours that won't be accepted (see behaviour pyramid) and the potential consequences of these.
- Know that if I am sent to The Works, my parent/carer will be sent a text/informed at the end of the day. (For key stage 2 pupils, work will be sent home and will be followed up the next day.)

Completing work in books

- Know how to set out my work in books according to the Willowbrook School Presentation Policy.
- Know that each piece of work needs a date and WALT/title.
- Know that you must use 'one square, one digit' when writing numbers in maths books.
- Know how to underline neatly with a ruler.
- Know how to correct mistakes by drawing a straight line through your work with a ruler and pencil.
- Know that all work books should be treated with the utmost respect, as they reflect our attitudes to learning and school.

Manners – an expression of respect

- Know that you should always say '**please**' when you are asking for something.
- Know that you should always say '**thank you**' when you receive something or someone does something nice for you.
- Know that you should hold doors open for people before walking through yourself.
- Know that you should say '**Good morning/afternoon**' to adults if spoken to.
- Know that it is important to show **gratitude** to others by thanking people for what they have done for you.

Fantastic lining up and walking

'Fantastic lining up' and 'Fantastic walking' are the terms we will use with children to describe the behaviour we want to see. They ensure children move around the school in a way that is safe, calm and respectful and that doesn't disrupt others' learning.

Know that we show fantastic lining up and walking when we:

- Stand "one behind the other, talking stops"
- Face forwards
- No leaning against the walls
- Keep our hands by our sides

When walking:

- Walk at a steady pace
- Walk in a straight line.
- Keep our hands to ourselves.

Playtime Behaviour

- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be **kind**, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, you must line up quickly and calmly ('one behind the other, talking stops')

Lunchtime

- Know that you come into the dinner hall with your family group when called.
- Know how to behave in the dinner hall during lunchtime:
 - Stay in one place, and face the table you're sat at

- Use a quiet voice
- Eat with your mouth closed
- Use a knife and fork correctly if you are having a school dinner
- When pouring a drink, offer one to those around you
- No need to touch others' food or drink
- Finish what you are eating before leaving your seat
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunch time supervisors.
- Know that on the playground, we use appropriate playtime behaviour (see above)
- Know that I can attend the Inside Out room if I would like to play a calm game and am finding outside difficult.
- Know that the Chatroom can be used in a few ways:
- I can attend if I am upset or worried and need to talk to somebody.
- An adult may ask me to go there to calm down or to talk through an issue.
- An adult may also send me there to keep myself or others safe.

Behaviour outside of school

- Know that when you are wearing your school uniform you are representing the school community and must always be respectful.
- Know that you should be considerate of other people arriving and leaving school, and other local people in our community.

NOTE: We do not have class charters or individual class rules. All classes follow the 'In class promise' – which does **not** include children's names being moved 'down'.