

Hayle Academy - Behaviour Curriculum

Hayle Academy Values	Respect	Resilience	Kindness	Positivity
Rationale	<p>Hayle Academy strives to ensure that every pupil has the opportunity to enjoy their learning, experience belonging, and realise their full potential. Our Behaviour Curriculum, alongside our Behaviour Policy, reflects these aims and recognises that the behaviour of children in our school has a significant effect on the motivation, social development and attainment of all pupils. Hayle Academy is committed to the shared TPAT core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people. Our school's mission values are aligned with that of the Trust:</p> <p>‘We inspire students to dream big, to achieve more.’</p> <p>The Hayle Academy Behaviour Curriculum is taught assuming two points:</p> <p>‘Almost all children want to do what is expected of them and what is often considered poor behaviour from children is often due to a lack of high expectations, clarity, consistency and respect in adult behaviour.’</p> <p>‘If high expectations, clarity, consistency and respect exist, what remains as ‘poor behaviour’ is often rooted either in the way a child has been socialized or previous experiences of relationships with adults in their life. They therefore need our support in learning how to change that.’</p> <p><i>Tom Bennett, Lead Behaviour Advisor (DfE).)</i></p> <p>The Hayle Academy behaviour curriculum defines the expected behaviours in school. The behaviour curriculum outlines the values of the school and the intended behaviour culture of the school. It outlines the way that these behaviours will be taught and maintained throughout the school. As part of the behaviour curriculum the routines and rules that help to develop the behaviour culture are described. In doing so, we aim to develop and maintain a community which values respect, resilience, kindness and positivity, and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value everyone in our society and the environment in which they live, whilst becoming active and responsible citizens, contributing to the community and society.</p>			

There are three areas of routine that support the high expectations for behaviour at Hayle Academy		
Procedural <i>Helps students manage conduct in all areas of school life</i>	Academic <i>Helps support students to engage in tasks that are part of the learning process through shared pedagogy</i>	Cultural <i>Helps students express shared values, norms and aspirations</i>
Examples include (but are not exclusive to):		
<ul style="list-style-type: none">• Movement through school• Canteen and breaktime conduct• Arrival and exit from lessons• Journey to/from school• Entry/exit to site• On-way system• Language• Use of facilities including toilets• Assemblies• Trips and visits• Reset room• 'Fresh start' approach• Working as a team• Fire evacuation/lockdown• House points• Report cards	<ul style="list-style-type: none">• Default silence for independent practice• Walkthrus – signal, pause, insist• Coaching programmes• Ready to learn• Punctuality• Activation activity• No opt-out questioning (Cold calling, say it again better)• Habits – reading, revision• Respectful and sensitive• Oracy routines following expectations and toolkits• High standards of presentation and pride in work• High aspirations – 'Dream Big'• House points• Plenary - End and send• Examination routines (including mock exams)	<ul style="list-style-type: none">• House System and core values (See Appendix A)• School House Council• Restorative practice• Healthy Relationships• Anti-bullying – Diana Award• Fair play and sportsmanship• Inclusion• Tolerance• Harm Prevention• Keeping ourselves and others safe• Pride in school and school site• Trips and visits• Shared values• High aspirations – Dream Big• House points• Vertical classes during Broad Horizons• Sports day - day of sports

Teaching the Curriculum	<ul style="list-style-type: none"> Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Hayle Academy learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. The curriculum is taught explicitly throughout Y7 – 11 and using a range of strategies and methods (see below). Pupils should know the content of the curriculum so that they are aware of the information and act upon it. This is shared through folders in Showbie classes At the start of each half term expectations for behaviour are revisited with pupils during tutor time and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice. It is expected that all pupils will know this content The Global Values curriculum supports the delivery of the behaviour curriculum and where necessary is adaptable to meet changing need. The assembly programme is mapped to personal development and supports the explicit teaching of the behaviour curriculum. Hayle365 provides opportunities for students to learn and demonstrate expected behaviours in different settings and contexts. Teachers deliver high quality instruction. There is a strong correlation between high quality instruction and positive learning behaviours (Hattie, 2012; Simonsen et al, 2008; Willingham, 2021). 	The process for teaching behaviour explicitly is as follows	
		<ul style="list-style-type: none"> IDENTIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour 	
		It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an environment where teachers are free to teach	

SEND: 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. The following programmes are used to provide additional support when necessary.				
Mental Health and Well-Being	Nurture and Outdoor Education	Mentoring	ASDAN	Neurodiversity Groups
Support for children who suffer with trauma or mental health and well being challenges. Support provided via our three Mental Health & WellBeing practitioners using TIS approaches and Draw & Talk activities. Support also provided via our trainee counsellors.	For students joining in Year 7 we run daily Nurture sessions to develop their attachment profiles (self, other & school) and enable students to develop their interactions and relationship and problem resolution. This support then changes to Outdoor Education sessions to develop resilience, well being and interactions in Yr8 & 9.	All students with SEND are allocated their own key adult from the SEND team who helps mentor and coach students around any barriers or difficulties (e.g. behaviour, attendance, interactions, academic performance and barriers to learning).	Available as an option selection in KS4 ASDAN follows the 'My Independences' course materials and teaches students about employment and further studies, life skills, relationships, health and their local community, preparing students for adulthood.	Available to students with diagnosed or undiagnosed possible neurodiversity, groups of students meet weekly to mentor and coach one another around navigating school, friendships and barriers.
ARB Provision: The young people placed within the specialist provision onsite at Hayle ARB follow the principles of this curriculum, alongside individual adaptations which may apply according to their specific needs. Students placed within the ARB have access to consistent staff members who are trained to provide additional support around their communication and interactions which feed directly into their understanding of behaviour and the behaviour curriculum of the school. Where appropriate and needed, ARB students access the key support structures outlined above as well as completion of Wellbeing Profiles which are created with the child, their parents and additional professionals.				

An entire planned educational experience making full use of opportunities for real world learning.	Hayle365	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	HayleXtra	Protected characteristics and British Values (see Appendix B)	Work Experience	Assemblies
	PHSE	RSE	Broad Horizons	School House Council	Community Work, including charity awareness.	Physical Education	Creative Arts and Design, Performing Arts

Our Pupils will be taught and know the following expectations and routines.

1. Respectful – Manners	2. Uniform	3. Assembly	4. Moving around school	5. Canteen
<ul style="list-style-type: none"> 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 it is polite to give eye contact to the person you are talking to Know that it is important to show gratitude to others by thanking people for what they have done for you Know that if you respect someone, you have a good opinion of their character or ideas Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly - shirts tucked in, no white socks etc Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building Know the expectations around jewellery Know to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we show respect to the speaker by sitting up and tracking the speaker 	<ul style="list-style-type: none"> Know that we walk around school in quietly Know that look after the school site Know that we knock on and wait for permission to enter a room (where appropriate e.g. staffroom, office) Know that we follow a one-way system Know that we move silently during fire evacuations Know the instructions and expectations for lockdown procedures Clear examination procedures 	<ul style="list-style-type: none"> Know that we line up – one behind the other, quietly when waiting for the canteen Know that when eating, we stay in our seats Know that we say please and thank you Know that we walk in the canteen Know that if we collect own rubbish and put into bin Know that we clear away our table space and leave tidy
6. Attendance & Punctuality	8. Ready to Learn	9. Behaviour outside of school	10. Communal Areas	11. Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day Know that you must try to arrive at school on time every day Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know how to follow the stopping strategy: signal, pause, insist Know that we have good sitting posture Know that we keep our workspaces /resources tidy (before/during/after work) Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect Know that we sit where the teacher asks us to Know that we need to have the correct school equipment Know that we are expected to make contributions to lessons verbally 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform, we are representing the school community and must always behave responsibly and respectfully Know that the same high standards of behaviour is expected from all students on all trips and visits offsite Know that we should be considerate of other people arriving and leaving school Know that being considerate means thinking about other people's needs, wishes and feelings Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting, not using inappropriate language We know who to go to for help and support 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a bin. Know to walk around school in a quiet, sensible manner 	<ul style="list-style-type: none"> We know how to set out our work in our books We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc
7. Break/Lunchtime Behaviour				12. Online Behaviour
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground Know that you must play safely without hurting anyone Know that we must remain in designated areas Know that you demonstrate fair play and sportsmanship in games Know that, when the bell goes, you return to school building promptly Know that you should not be in the school building during break and lunchtimes unless specifically directed to be 				<p>We ask everyone involved in the life of Hayle Academy to sign an Online User Agreement: Acceptable Use Policy (AUP), which outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (at school and at home). A full copy of our AUP can be found here:</p> <p>https://www.hayleacademy.net/digital-transformation/</p>

All adults in school will model expected behaviours by:

Respectful – Manners	Uniform	Assembly	Moving around school	Canteen
<ul style="list-style-type: none"> Model please and thank you Share that it is polite to give eye contact to the person you are talking to Show gratitude to others by thanking people for what they have done for you Demonstrate that being responsible means being able to be trusted to do the right things that are expected of you without supervision 	<ul style="list-style-type: none"> Ensure uniform is correct at all times Provide 'spare' correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform Be understanding and fair yet uphold the standards expected Check uniform regularly and report concerns Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> Verbally remind children of expectations and praise children for meeting them Organise class into appropriate order Ensure uniform is checked Lead class into the hall and clearly indicate where children are to sit Praise/remind children for following expectations of sitting and participation Remind children to gain attention if necessary Lead children into assembly modelling expectations Actively engage with assembly Ensure orderly exit from hall and return to class Praise and reward as appropriate 	<ul style="list-style-type: none"> Regularly remind class of expectations when moving through school Check smartness of pupils before and after moving In instances of unwanted behaviour – follow the behaviour policy using ClassCharts to record Praise and reward children Model manners and showing courtesy to others 	<ul style="list-style-type: none"> Remind pupils of expectations Monitor the clearing of tables Check and remind of manner Check spaces as pupils leave the eating space Praise and reward the correct behaviour
Attendance & Punctuality	Ready to Learn	Behaviour outside of school	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Model good attendance and punctuality where possible Share that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Use signal, pause, insist Establish, teach and model routines and expectations Greet children on entry to the room Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Be organised and well prepared for the lesson Ensure workspaces/classroom is tidy Encourage all students to make contributions to lessons verbally 	<ul style="list-style-type: none"> Model positive behaviours in the school community 	<ul style="list-style-type: none"> Ensure tidy work spaces Ensure all displays are kept in good order Praise/reward/prompt children as required 	<ul style="list-style-type: none"> Ensure the front cover is neat and presentable Follow the marking and feedback policy Model the expectations of presentation
Break/Lunchtime Behaviour				
<ul style="list-style-type: none"> Support student to be in the correct places Encourage safe play Know that we must remain in designated areas Demonstrate fair play and sportsmanship in games Encourage students when the bell goes to return to school building promptly 				


Embedding the Behaviour Curriculum

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Start of term tutor information Uniform checks Equipment checks Banned items information House Heroes Year 9 Graduation	Revisit behaviours and expectations Uniform checks Equipment checks Banned items information House Heroes Year 9 Graduation	Revisit behaviours and expectations Reset behaviour points (fresh start) Uniform checks Equipment checks Banned items information House Heroes Year 9 Graduation	Revisit behaviours and expectations Uniform checks Equipment checks Banned items information House Heroes Year 9 Graduation	Revisit behaviours and expectations Reset behaviour points (fresh start) Uniform checks Equipment checks Banned items information House Heroes Year 9 Graduation	Revisit behaviours and expectations Uniform checks Equipment checks Banned items information House Heroes Year 9 Graduation
Assembly Themes	Behaviour and Expectations World Mental Health Day Safeguarding and Signposting European day of languages Reading Year 11 Year Ahead Year 9 Graduation launch Year 9 YZUP extended assembly session	Remembrance House Assemblies School House Council Anti-Bullying Week Men's Mental Health Month Knife crime awareness Black History Month	Children's mental health Week Inclusion	International Women's Day Neurodiversity week World Book Day House Assemblies	VE Day	LGBTQ+ month House Assemblies
House Activities	Examples may include: Tag Rugby Volcano competition Hayle Food Bank Harvest Collection European Day of Languages challenge	Examples may include: Football & Netball Carve your pumpkin Design our Christmas card Fifa Tournament Year 7 pantomime competition	Examples may include: Cross country Bake Off Maths Challenge Computing challenge	Examples may include: Basketball Talent Show Short Story competition History Challenge	Examples may include: Track & Field Science Challenge Spelling Bee DT design competition Year 9 Film Music	Examples may include: Cricket & Rounders Art Challenge Sports Day
Safeguarding	Safeguarding and Signposting assembly	<i>Anti – bullying week</i> Safeguarding and Signposting assembly	<i>Safer Internet Day</i> <i>Children's Mental Health Week</i> Safeguarding and Signposting assembly	Safeguarding and Signposting assembly	Safeguarding and Signposting assembly	Safeguarding and Signposting assembly
PHSE and RE Curriculum through Global Values Lessons	Y7 RSE – What does a good relationship look like? Y8 RSE- What are the dangers of unhealthy relationships (physically and emotionally)? Y9- RE - Are humans superior? Y10 - Living in the Wider World - How do we achieve social cohesion? Y11 - RE - Is life sacred?	Y7 RE - How could we and why should we reduce racism in our communities? Y8 RE - How do religions support diversity and equality? Y9 Living in the Wider World - How do we treat others? Y10 RE - How should we respond to crime and punishment? Y11 RE - Is life sacred?	Y7 Health and Wellbeing - How do I maintain a healthy lifestyle? Y8 Health and Wellbeing - How do I maintain positive physical health? Y9 RSE - What are the dangers of negative relationships? Y10 Health and Wellbeing - How do we keep ourselves and others safe? Y11 RSE - Various	Y7 RE - What difference does it make to be an atheist or agnostic in Britain today? Y8 RE - Should happiness be the purpose of life? (Christians, Buddhists, non-religious worldviews) Y9 RE - Why is there suffering? Are there any good solutions? Y10 RSE - Do I have healthy relationships?	Y7 Living in the Wider World - CEIAG, Equality, Responsibility (social media) Y8 Citizenship Y9 Health and Wellbeing - Is it safe? Y10 RE - Are humans superior?	Y7 RE - Good, bad, right or wrong? How do I decide? Y8 RE - How can people in Cornwall express the spiritual through the arts Y9 RE - How far does it make a difference if you believe in life after death? Y10 - Citizenship
PE Curriculum	Revisit behaviours and expectations in changing rooms and lessons PE kit checks and reminders on kit to parents at the start of each term. Y8 - Teamwork concept within lessons	Revisit behaviours and expectations in changing rooms and lessons PE kit checks Y8 - Teamwork concept within lessons	Revisit behaviours and expectations in changing rooms and lessons PE kit checks and reminders on kit to parents at the start of each term. Y7 - Self management and responsibility concept in lessons	Revisit behaviours and expectations in changing rooms and lessons PE kit checks Y7 - Self management and responsibility concept in lessons Y8 - Resilience concept within lessons	Revisit behaviours and expectations in changing rooms and lessons PE kit checks and reminders on kit to parents at the start of each term.	Revisit behaviours and expectations in changing rooms and lessons PE kit checks


			Y8 - Resilience concept within lessons Y9 - Empathy concept within lessons	Y9 - Empathy concept within lessons		
Computing Curriculum and Digital Literacy	Behaviour expectations explained with all year groups. Digital literacy - all years Year 11 Network security	Revisit behaviours and expectations Year 7 - Online safety Year 10 Sound & Images Year 11 Network security All Years in December complete The Hour of Code	Revisit behaviours and expectations Year 9 - Sound & images Year 11 Defensive Design Safer Internet Day - whole school	Revisit behaviours and expectations	Revisit behaviours and expectations	Revisit behaviours and expectations Year 9 The Idea Project
Wider Community	Broad Horizons community engagement HayleXtra community engagement Hayle Food Bank	Broad Horizons community engagement Knife crime awareness assemblies Year 8 & 9 HayleXtra community engagement Healthy Cornwall	Broad Horizons community engagement HayleXtra community engagement Hayle Business Week including Careers Fayre Work Experience Healthy Cornwall	Broad Horizons community engagement HayleXtra community engagement YZUP/We are with you	Broad Horizons community engagement HayleXtra community engagement YZUP/We are with you	Sports day (external providers) Year 8 Makaton HayleXtra community engagement Broader Horizons week


Hayle Academy
Four Pillars



Positivity

Kindness

Resilience

Respect

#proudtobehayle

