



Behaviour

Curriculum Overview

Masefield Primary School

Mission Statement

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

Aims

- To work together to achieve and maintain high standards of behaviour, promoting an atmosphere of mutual respect, trust and understanding where all are valued and included.
- To promote spiritual, ethical, moral, cultural, intellectual, personal and social development of all our pupils, ensuring well-being and celebrating diversity.
- To provide a supportive and nurturing environment to develop pupils' self-awareness and caring attitude, enabling them to value and develop responsibility for themselves, their families, relationships, society and the environment.
- To achieve and maintain an inclusive climate of equal opportunity, developing individuals to aspire to and reach their full potential, in a safe, secure and engaging environment.
- To involve and value children's contributions in a democratic, decision-making process that impacts upon their learning, personal development and their environment.
- To foster an inclusive atmosphere conducive for learning and teaching which provides a breadth and balance of learning experiences that meets the needs of all children to promote independence.
- To equip children with the skills, knowledge and positive character attitudes which will allow them to develop a joy for life and learning, confidence in themselves, resilience, patience and respect for others.
- To strengthen partnerships between home, school and the wider community, including parents/carers as partners who are actively involved in their child's progress in development and learning.
- To prepare pupils as future citizens; preparing them to engage and persevere as individuals, parents, workers in society who embrace economic, social, cultural and technological change.

Our Core Values

We believe our vision will be achieved if we provide our children with an environment, underpinned by British and core values, in which they can believe, achieve and succeed.



Forgiveness



Resilience



Honesty



Gratitude



Equality



Passion



Co-operation



Kindness

Introduction

At Masefield the development of future citizens and preparedness for future learning is driven by a determination for educational excellence that is rooted in moral purpose. Fundamental to the belief that all children can achieve is the personal; and social development of all pupils. The development is essential so that through access to the highest standards of teaching, resources and learning opportunities, pupils can achieve their full potential and improve their life chances and future prospects. Therefore the personal and social development of pupils cannot be left to chance and is underpinned by the school mission, core values and mantra. The explicit teaching of 'how to be' know as 'The Masefield Way' is key to supporting pupils personal and educational journey through school.

Through 'The Masefield Way' curriculum, we define the behaviours and values that we expect students to demonstrate. 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 habits 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)

Teaching the curriculum

The curriculum is taught explicitly during the first week in 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 Masefield 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 based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). For example, a lining up order 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.

The 'Masefield Way' encompasses the following elements:

- The demonstration of self confidence in order to 'Believe – Achieve – Succeed'
- Knowledge of and demonstration of the 4 school rules in all contexts e.g lunchtime
- Understanding and ability to recite the school mantra
- Understanding the meaning and demonstrating the school core values
- Understanding and demonstration of classroom routines
- Understanding and demonstration of positive learning behaviours and what it means to be an active listener
- Understanding and demonstration of manners
- Understanding and adherence to the school uniform policy
- Understanding and demonstration of the importance of good attendance and punctuality
- Application of the 'Masefield Way' in the wider community and aspects of life
- Demonstrating pride in learning

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 optimised environment and where teachers are free to teach unimpeded.

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.

Week 1 Example

Monday	INSET Day: Staff Focus on The Masfield Way
Tuesday	<ul style="list-style-type: none"> - HT Assembly – introduce the Masfield Way & rehearsal of mantra - Class routines – inc lining up order & movement around school - Class discussion on reward system & importance of attendance
Wednesday	<ul style="list-style-type: none"> - HT Assembly – School motto, 4 rules and core values - Continued reminder of school motto & book presentation expectations - Fire Drill Practice
Thursday	<ul style="list-style-type: none"> - Continued rehearsal of routines - Continued focus on behaviour for learning
Friday	<ul style="list-style-type: none"> - Assembly – Core Value Awards Only. Review of the week. - In Class: What is the Masfield Way? Children to present a summary e.g talk, write, iPads, video

The Masefield Way Content

Behaviour

Know that there are four behaviour principles in school known as the four school rules. These are:

- Treatment Rule
- Learning Rule
- Talking Rule
- Movement Rule

Treatment Rule: staff and pupils at Masefield treat others and equipment with respect.

Learning Rule: we respect everybody's right to learn and ensure that this right is not affected through disruption of lessons or refusal to work.

Talking Rule: staff and pupils at Masefield talk in a respectful manner to one another and listen at the appropriate times.

Movement Rule: staff and pupils move in a safe way around the school grounds, walking quietly when in the school building.

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.

Know that we walk around school by facing forwards, walking at a steady pace, in a straight line, and without talking.

Know that we use walking to keep everyone safe in school and to make sure learning is not disrupted as people move around school.

Know that Dojo points are earned for the class or individuals for particularly good work or behaviour.

Know that pupils who do not follow school rules will receive a consequence for this.

Know that we use Excellent Listening in class. This means that we -

- Face forwards
- Always sit up straight
- Never interrupt
- Track the speaker

Know that we all do Excellent Listening to ensure everybody is able to learn without distractions.

Manners

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 kind for you.

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say 'Good morning' or 'Good afternoon' to adults if they speak to you.

Know that it is important to show gratitude by thanking people for what they have done for you, as this reflects our school values.

Attendance and Punctuality

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.

Behaviour outside of school

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that acts whilst wearing school uniform outside school may result in a consequence at school.

How to be (Staff)

Know that you are part of a team and we all share responsibility for the safety, behaviour and wellbeing of every child.

Know that you are always modelling behaviours, and your actions influence how children behave. Know that if a behaviour is ignored, it is seen as being accepted.

Know that you must consistently model the expectations of the Masefield Way and ensure all children follow them.

Know that everyone is equally responsible for keeping the school tidy, clean and safe.

Know that you play a vital role in helping children achieve their aspirational goals.

Know that you should use a range of platforms (Twitter, Facebook, the school newsletter) to share learning and school life with families and the wider community.

Know that positive relationships are the most important factor in improving both behaviour and learning at school.

Arrival at school

Staff

A member of staff will blow the whistle at 8:40am.

A member of staff will greet children with a smile at the door as they enter school and/or as they enter the classroom.

A member of staff will monitor children as they put items in the cloakroom, ensuring the space is tidy and items hung on pegs.

A morning task (EYFS – varied through year, KS1 – maths fluency, KS2 – Three LBO practise tasks) will be set up in the classroom prior to the children's arrival, with clear instructions.

A visual timetable will be clearly on display as children enter the classroom.

Children

Know that you must try to arrive at school on time every day – by 8:40am.

Know that you must arrive at school each morning wearing your full school uniform.

Know that you should respond by saying "good morning" to any staff member who greets you on arrival.

Know that you must hang your coat, bag, and PE kit on your peg and place your lunch bag on the shelf above.

Know that you must enter the classroom quietly and calmly.

Know that once inside the classroom, you must collect the equipment you need for the day from your tray and your iPad from the storage cabinet.

In Class

Organisation and Structures

All classrooms have a single separate reflection workstation as part of the school's Behaviour Policy.

A visual timetable is displayed with the date each day.

In all KS2 classes, children keep their equipment in a pencil case/wallet: two pencils, a black handwriting pen, a whiteboard pen, a whiteboard eraser, a highlighter pen, a ruler, an eraser and a glue stick– pencil cases are stored in trays at the end of each day.

In all KS1 classes, equipment is stored in the centre of the table.

Classes from Reception to Year 2 have a carpet area, with carpet spaces assigned for each child.

All children have an assigned seat in class.

All drinks bottles are placed by the sink in the classroom.

Staff

Staff will ensure that the classroom environment remains safe and organised.
Staff will ensure that resources needed for the day ahead are organised and prepared.
Staff will ensure that the classroom is tidy at the beginning and end of each day.
Staff will pro-actively manage behaviour: identifying children exemplifying the Masfield Way and re-diverting others.

Children

- Completing work in books

Know how to set out work in books according to the Masfield Presentation Policy.

Know that each piece of work needs a date.

Know how to underline titles using a ruler.

Know how to correct mistakes by drawing a straight line through your work.

- Routines and Organisation

Know where you sit in class during lessons, including your carpet place if required.

Know the routine for handing out and collecting exercise books in the classroom.

Know that any deliberate damage to school equipment will result in a consequence.

Know how to put your hand up quietly to answer a question or take part in class discussions.

Know that it is important to speak loudly and clearly when sharing your answers so that everyone can hear.

Know that when you need help from an adult, you should raise your hand and wait quietly, unless your teacher has explained a different routine.

Know that answers should usually be given in full sentences (e.g. "Who was Neil Armstrong?" "He was a famous astronaut.")

Know that when using mini-whiteboards, answers should be shown using the '3-2-1 Show me' system, with the board held under your chin.

Know that in KS2, it is your responsibility to look after your equipment and ensure it is ready at the start of each lesson.

Know that at the end of each lesson, and before break or lunch, all equipment must be put away and the classroom tidied.

- Learning Behaviours

Know that we use Masfield Listening:

1. We do not interrupt when someone is talking
2. We do not continue with an activity when someone is talking
3. We sit up
4. We track the speaker

Know that we use Masfield Sitting at the table:

1. We have our feet flat on the floor
2. We have backs against the chair back
3. We face forward

Know that we use Masfield Sitting on the floor:

1. We have our legs crossed
2. We have our hands on our knees
3. We sit up straight and face forward

Know that in order to learn we may need to enter the Learning Pit.

Know that when stuck or finding work tricky we follow the 5 Bees:

1. Brain
2. Board
3. Book
4. Buddy
5. Boss

Know that to gain attention the teacher will use a call and respond technique

PE Arrangements

Staff

Staff will dress appropriately to take part in PE lessons.
Staff will engage in lessons and model behavioural expectations.

Children

Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, white T-shirt, trainers for outside. A sweatshirt can also be worn in colder months.

Know that indoor PE is done in black pumps.

Know that all jewellery and watches must be removed prior to a PE lesson.

Transition Times

Routines and Organisation

Children follow the movement rule when moving around the school site.

Each class has a lining up order, which should be in registration order, unless essential alterations are needed.

Children line up at the door to the classroom, before being instructed to enter the room.

Staff

Staff will stand at the front of any line before the children move.

Staff will ensure that all children have their shirts tucked in before leaving the classroom.

Staff will model the movement rule whilst walking with a line.

Children

Know that we use Masfield Lining Up:

1. Stand behind your chair and tuck it under the table
2. Walk to the line, joining in line order
3. Face forward with voices off

Know that we walk around school and on to the playground following the Movement Rule:

1. Walk with arms by your side
2. Walk to match the pace of the member of staff leading the line
3. Walk without talking and facing forward
4. Walk one behind the other and remain in line order

Know that we move from the carpet to our seats following three steps:

1. Stand up from the carpet and wait
2. Walk to your seat and stand behind
3. Sit down quietly, without talking

Know that we have a lining up order: know who lines up in front of you and who lines up behind.

Know that we do not enter a classroom unless instructed to by a member of staff.

Know that if an adult is coming down the corridor, we hold the door for them and step to the side.

Outside and on the playground

Routines and Organisation

Children will play in the area designated to them.

Children will play within view of a member of staff.

Equipment from home must not be brought out on to the playground and should not be allowed into school.

Staff

A member of staff will check the playgrounds safety before leading children on to the space.

Staff will pro-actively engage with children through structured playtime games shown in the breaktime rota.

Staff will use a two-whistle procedure to signal the end of break or lunchtime.

Children

Know that you must walk from your classroom to the playground using the Movement Rule.

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 we line up using the Masfield Lining Up approach:

1. First whistle, stand still with voices off
2. Second whistle, retrieve coats and lunch boxes (if at lunch) and walk to the line

Lunchtime in the Dinner Hall

Routines and Organisation

Year groups will enter the dinner hall at the time allocated to them on the lunchtime rota.

Staff

Staff will model how to use a knife and fork.

Staff will explicitly teach children to use a knife and fork when necessary

Staff will encourage children to try food if a child is reticent.

Staff will model conversation skills and engage with group conversations sitting with children at a table.

Staff will model speaking at a quiet controlled volume.

Children

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly

Know that you should 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 midday supervisors.

Know that any litter in the dinner hall is put in the bin and finished lunch trays are placed on the trolley.

Know that once the meal is finished we line up quietly at the double doors.

Home time Arrangements

Routines and Organisation

At the end of the school day, the classroom is tidied before children get ready to leave.

In KS2, pencil cases are put in trays and, in KS1, equipment is placed in the table pot.

Staff

A member of staff will be on the door to dismiss children, whilst another member of staff monitors the class.

Unless a 'walk home letter' has been signed, a member of staff will only release a child when they have made contact with their parent or carer.

Staff will pass on any information relating to incidents or injuries from the day, unless this is of a more serious or repeated nature and will then ask to meet the parent privately to discuss the incidents.

Staff will use a password approach to release a child if alternative collection arrangements are put in place.

Children

Know that at the end of the day children will prepare to leave in three steps:

1. Retrieve coats and bags from the cloak room
2. Return to our carpet space (KS1) or stand behind our seat (KS2)
3. When called, we will walk to the door and say 'good bye' or 'good evening' to staff

Know that we ensure reading books, records, homework books and letters are put away in bags and water bottles are taken home.

Know that when we are attending a club, we must go to the club unless a note or phone call from a parent has given permission to not attend.

Know that the Masfield curriculum must be followed at all times
Know that all pupils follow the Masfield curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

Staff Guidance

1. Purpose

This booklet provides clear, consistent guidance for managing behaviour in our school. It supports a positive, safe learning environment and ensures that all staff follow the same steps when addressing behaviour.

2. The Masfield Way

- Learning Rule
- Treatment Rule
- Talking Rule
- Movement Rule

3. School Behaviour Plan

This is the step-by-step procedure all staff must follow when dealing with inappropriate behaviour:

Step 1 – Polite Reminder

- Calmly remind the pupil of the expected behaviour.
- Use positive language to redirect e.g. "Let's remember our rule about...".

Step 2 – Final Warning

- Clearly state that this is a final warning.
- Explain the consequence if behaviour does not improve.

Step 3 – Thinking Area

- Pupil moves to the designated **Thinking Area** to calm down and reflect.
- Pupil identifies **which rule has been broken**.
- **Teacher Actions:**
 1. Have a **restorative conversation** with the pupil before they return to learning.
 2. Complete the **log inside the Thinking Book**.
 3. Record the incident on **CPOMs**.
 4. The pupil will miss **5 minutes** of their break/dinner (standing against the wall in the playground).
 5. Class teacher must **phone home** to inform parents.

Step 4 – Escalation to Phase Lead

If behaviour continues after the Thinking Area stage:

- Pupil is sent to **Phase Lead**.
- Pupil completes work set by the class teacher.
- **Consequences:**
 - Miss the **whole break time** the following day, completing a consequence task e.g., lines.
 - Miss **Golden Time** on Friday afternoon.

4. Recording & Communication

- All incidents from **Step 3 onwards** must be recorded in the Thinking Book and on CPOMs.
- Parents must be informed at **Step 3** (phone call from class teacher) and **Step 4** (Phase Lead follow-up if necessary).
- Records should be factual and free from opinion or speculation.

5. Positive Behaviour Promotion

Alongside this plan, staff should actively encourage and reward positive behaviour:

- Verbal praise and specific recognition "I like how you're sitting ready to learn. I can see that you're ready now."
- Stickers, house points, certificates.
- Sharing good work with SLT.

Phone call prompts

Example 1 – Calm, factual, and to the point

Hello, this is [Teacher's Name] from Masfield. I'm calling to let you know that today [Child's Name] broke one of our school rules. As part of our behaviour policy, I reminded them about the expectations, but the behaviour continued. They were then sent to our designated thinking spot to reflect on their actions. I'm letting you know so you can have a conversation with them at home to reinforce the importance of following school rules. Thank you for your support.

Example 2 – Supportive and collaborative tone

Hi, this is [Teacher's Name] from Masfield I just wanted to make you aware of something that happened today with [Child's Name]. They were reminded about one of our school rules, but unfortunately the behaviour continued. Following our policy, they spent some time in the thinking spot to reflect on what happened. I thought it would be helpful for you to know, so you can speak with them at home and help us work together to make better choices next time.

Example 3 – Empathetic and encouraging

Hello, this is [Teacher's Name] from Masfield I'm calling because [Child's Name] had a bit of difficulty following one of our rules today. I reminded them about it, but the behaviour carried on, so they went to the thinking spot to have some quiet reflection time. I'm sharing this with you so you can chat with them about it and encourage them to make a fresh start tomorrow. We're keen to help them succeed and stay on track.

Example 4 – Formal and professional

Good afternoon, this is [Teacher's Name] calling from Masfield. I'm contacting you to inform you that [Child's Name] did not follow one of our school rules today. In line with our behaviour policy, they were reminded of the rules but continued the behaviour, so were directed to the thinking spot for reflection. I'm providing this information so that you may address the matter with them at home. Thank you for your cooperation in supporting our behaviour expectations.

Example 5 – Friendly but clear

Hi, it's [Teacher's Name] from Masfield. I wanted to let you know about something that happened with [Child's Name] today. They were reminded about one of our rules, but unfortunately, they carried on with the behaviour, so they spent some time in our thinking spot to reflect. I'm telling you so you can discuss it with them at home – I'm sure they'll be able to bounce back and have a great day tomorrow.



FOLLOWING THE MASEFIELD WAY

Learning Rule

We respect everybody's right to learn and ensure that this right is not affected through disruption of lessons or refusal to work.



Treatment Rule

Staff and pupils at Masefield treat others and equipment with respect.



Staff and pupils move in a safe way around the school grounds, walking quietly when in the school building.

Movement Rule



Staff and pupils at Masefield talk in a respectful manner to one another and listen at the appropriate times.

Talking Rule

PRACTICE MAKES PERMANENT

Listening in class

Eyes facing forwards, sitting up straight, tracking the speaker and no interruptions.

Classroom routines

Line order, carpet space, helping hands to give out books, care for equipment.

Walking around school

Eyes facing forwards, hands by your side and voices off.

Manners

Please, thank you, you're welcome, good morning, good afternoon - show gratitude!