



# THE 'BLANFORD MERE WAY' CURRICULUM



Nursery – Year 6

## Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-BELIEF	HONESTY	ACHIEVEMENT	RESPECT	ENJOYMENT	DETERMINATION
<b>All year groups from Nursery to Year 6</b>	Explicit teaching of the full 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content

## Introduction

At Blanford Mere we develop children's character through our SHARED values and the 'Blanford Mere Way' curriculum. We want our children to grow into children that are honest, respectful and determined individuals that enjoy their lives and have the self-belief to achieve all that they aspire to in life.

In order to build character, we define the behaviour and habits that we expect our children to demonstrate. We believe that as our children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

## Teaching the behaviour curriculum

The curriculum is taught explicitly during the first week of the Autumn Term. Children learn the full content of the curriculum so that they can recall this information and act upon it. At the start of each term the 'Blanford Mere Way' is revisited with the children and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure that children have opportunities to practise them regularly. For example, wonderful walking should be taught in the classroom but must be reinforced in different locations and time during the school day e.g. lunchtime or playtime. It is expected that all children will know this content.

## Process for teaching behaviour explicitly

1. Identify the routines/behaviours that you want to see
2. Communicate in detail your expectations
3. Practice the routines until everybody can do them
4. Reinforce, maintain and monitor the routines constantly

It is essential that all 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 and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

## Adaptations

While this curriculum is intended 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 behaviour curriculum.

## Moving around school

### Wonderful Walking

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,  
Walking at a steady pace; in a straight line,  
Hands behind your back,  
Without talking during learning time.



### Wonderful Walking at Break and Lunchtime

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,  
Walking at a steady pace; side by side,  
Hands behind your back,  
Talking quietly and sensibly in the corridors and other spaces.



## Classroom routines

### Super Sitting

We know that **super sitting** ensures that everybody is **ready** and able to learn without distractions.



Sitting up straight with legs crossed,  
Facing forwards with hands in your lap,  
Looking at the speaker,  
Lips closed.



### Super Sitting



Sitting up straight with feet on the floor and back against the chair,  
Facing forward,  
Looking at the speaker,  
Lips closed.



## Speaking in class

### Shape Your Speech

We know that 'SHAPE your speech' helps us to be ready and speak clearly in class.



Pupils answer in full **sentences**.  
Keep **hands** away from your mouth.  
**Articulate** your words clearly.  
**Project** your voice so that everyone in class can hear.  
Make **eye contact** with the you are speaking to.



### Terrific Talking



Look at the person who you are talking to.  
Maintain eye contact.  
Use a nice clear voice.



## Marvellous Manners

### STEPS

**Say** full names when addressing members of staff.

**Thank You** – children know that they should say ‘thank you’ when they receive something or someone does something nice for them.

**Excuse Me** – children know that they should always use ‘excuse me’ if someone is in their way or they want to say something to someone when they appear busy.

**Please** – children know that they should always say ‘please’ when they are asking for something.

**Smile** – children know that they should demonstrate self-belief and be positive and upbeat when talking to adults and each other.



## Tremendous Transitions

We know that **tremendous transitions** ensure a safe, calm and purposeful learning environment for all. They help to maximise learning time and create a sense of order and routine within the classroom and around school.

### Our steps to Tremendous Transitions:

- 1) We are silent — to listen to instructions.
- 2) We are ready — to make the transition.
- 3) We are swift— to action the transition.

Examples of transitions may be moving from the carpet to tables; handing out books; lining up at the classroom door or leaving assemblies etc.



## Lunchtime

Children know that they enter the dining hall using **wonderful walking**.

Children know that they use **lovely lines** when lining up for their school dinner.

Children know that they use **marvellous manners** when served their lunch.

Children know that they demonstrate **super sitting** in the dining hall.

Children know that they use a **quiet voice** in the dining hall.

Children know that they should always try to use a knife and fork correctly.

Children know that they should ask a member of staff before eating their pudding or leaving their seat for any reason.

Children know that they leave the dining hall using **wonderful walking**.



## Behaviour in our dining hall

Children know that they enter and leave the dining hall using **wonderful walking**.



Children know that they use **legendary lines** when lining up for their school dinner.



Children know that they demonstrate **super sitting** in the dining hall.



## Behaviour in our dining hall

Children know that they enter the dining hall using **wonderful walking**.

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Children know that they should ask a member of staff before eating their pudding or leaving their seat for any reason.

Children know that they leave the dining hall using **wonderful walking**.



## Legendary Lines

We know that **legendary lines** keep everyone **safe** in school and make sure the learning of other children is not disrupted as people move around school.



Our steps to Legendary Lines:

1. Face forward.
2. Stand in a straight line.
3. Hands behind your back without talking.



## BLANFORD MERE REWARDS & SANCTIONS CHART 2024-2025

VIP

HT Certificate

Value Sticker

Verbal Praise

**BE READY BE RESPECTFUL BE SAFE**

Verbal Prompt

Restorative  
Conversation

Restorative  
Conversation SLT

HT Parent Meeting

# BLANFORD MERE REWARDS & SANCTIONS CHART 2024-2025

## Our Vision & Values



We pride ourselves on our motto '**BEING THE BEST WE CAN BE**' and underpinning this motto we have **our 6 SHARED values of Self-belief, Honesty, Achievement, Respect, Enjoyment and Determination**. These values are shared every half term and are woven throughout our whole school ethos.

## Our School Rules

Our school rules apply to **everyone** in our Blanford Mere family. These rules are consistent and routed in kindness. Our school rules are **BE READY, BE RESPECTFUL** and **BE SAFE**. These rules underpin our behaviour system so that our children can flourish in a nurturing and safe environment.

## Rewards

### Recognition Board

Each classroom has a recognition board. This board has a weekly focus for the behaviour that we want to see. These behaviours will be linked to our whole school values and behaviour curriculum. Each child's name/avatar will be on the board. When a child is demonstrating the behaviour well, we move their name to the centre of the board. This is a collaborative strategy; we are one team, focusing on one learning behaviour together. By the end of the session or week, we aim for everyone to have moved to the centre of the board. Once all children are on the recognition board, they are rewarded with additional 'fun time' on a Friday afternoon where they can participate in a range of activities such as playing outside or dancing etc. The board is reset at the start of each week, with a whole school focus or an area which an individual class feels they need to develop.

In addition to this, we will give children a lot of **verbal praise**. This praise will be a connection with the child where we identify the reason that they are being rewarded and where possible, this will be linked to our behaviour curriculum and whole school values.

Where children are consistently demonstrating our whole school values, they will be rewarded with a **values sticker** by their teacher. This can be worn on their or stuck into their planner if the child wishes.

Exceptional behaviour will be recognised by the Headteacher with a **certificate** awarded to the child. They can then share this with parents and celebrate their success.

At the end of every half term, the class teacher will award one child with a **Value Inspired Person** (VIP) award. This award will be presented in a whole school assembly, with parents invited to attend. This award is the highest accolade for children going 'over and above' to demonstrate our whole school value for that half term.

For all children, the end of the half term will be marked with an **afternoon of fun**, where teachers will host a variety of clubs. These clubs will be promoted throughout the half term and children will have the opportunity to sign up to one of these clubs. If children are consistently demonstrating positive behaviour, they will be given one of their top choices of club for that afternoon. Children that have not consistently demonstrated positive behaviour may not be offered their first or second choice. However, **all** children will participate in the afternoon of fun.

### **Sanctions**

At Blanford Mere, we have developed a consistent and robust behaviour curriculum that allows children to be taught and retaught expected behaviours. We believe in a consistent and immediate response to the behaviours that we do not wish to see.

If a child is not demonstrating the behaviours that we would like to see a **verbal prompt** will be given. This prompt will signal to children that they need to rectify their behaviour and respond appropriately. At this point, we would hope that the child is now demonstrating the right behaviour.

However, if this is not the case, a short **restorative conversation** will be had with the child at this point or at the end of the session. We believe it is the immediacy of the response, not the weight of the sanction that matters. During the conversation we will connect with the child, acknowledge the undesirable behaviour, discuss how this behaviour can be improved and move forward.

If this behaviour continues, a **restorative conversation with a member of the senior leadership team** will take place with the child. This will take place during a break or lunchtime session.

If all of these restorative approaches have not had the desired effect, a **meeting** will be arranged by the Headteacher with the child and their parents/carers.

This information will be recorded on a behaviour log and monitored by the Senior leadership team.