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**
All year groups from Nursery to Year 6	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





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 **lovely 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 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 2026-2027

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 rooted 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.

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 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 a Morning of Fun, where teachers will host a variety of different clubs. These clubs will be shared with the children

towards the end of the half term, and they will have the opportunity to choose their favourites. Where children are consistently demonstrating positive behaviour and following our Ready, Respectful, Safe expectations, we will do our best to give them one of their top choices. Children who have found it more difficult to consistently meet these expectations may not be offered their first or second choice. However, all children will take part in the Morning of Fun. No child will miss out on the experience. The rest of the day will focus on wellbeing, including activities linked to the 5 Ways to Wellbeing, giving everyone the opportunity to relax, reflect and finish the half term positively.

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.

When a Different Approach Is Needed

Sometimes, despite clear expectations, teaching and restorative conversations, a child may continue to find a particular behaviour difficult. At this point, we will step back and consider what the child needs from us.

We will:

1. Understand
Look at what is happening before, during and after the behaviour. Consider when and where it happens and whether there are any patterns.

2. Re-teach
Check that the child understands the expected behaviour. Model it, practise it and give the child opportunities to get it right.

3. Support
Consider what additional support may help, such as a trusted adult, check-in, visual reminder, movement break, change of seating or support at a particular time of day.

4. Adapt
Consider whether we need to change the adult response, language, environment, routine or way we are giving instructions.

5. Connect
Build positive relationships and increase opportunities for praise, encouragement and success. Where appropriate, work with parents/carers to understand what may help.

6. Plan
If the behaviour continues, agree a short-term individual support plan with clear, achievable targets and consistent strategies for all staff to follow.

7. Review
Regularly review the plan and the child's progress. Keep what is working, adapt what is not and agree the next steps.

Throughout this process, our expectations remain clear and consistent. What may change is the level or type of support we provide to help the child meet those expectations. We don't lower the expectation. We change the support to help the child reach it.