

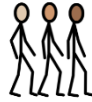
Supporting positive behaviours: Our Benjamin Adlard Way

Linked to [The Anthem Way](#): Behaviour, relationships and routines

Lining up (Legendary Lining up):

We expect children to:

- line up in 1 single line
- be silent
- follow the person in front
- keep eyes forward
- keep hands to themselves



We use the reminder:

		
Quiet lips	Quiet feet	Still hands

Reception only: Special person starts the line.

Children answering on the carpet:

- **Cold calling:**

(Walkthrus 1 p90) 'Ask the class the question, give thinking time, select someone to respond...'



- say name - **teacher selects child to answer**

- **Think, pair share:**

(Walkthrus 1 p92) 'Establish talk partners for every child, set the question with a goal and timeframe, build in thinking time, circulate to listen as pairs are talking, use cold call to sample responses'



- say names - **teacher selects pair to answer**

- **Quick check:**



- hands up - **(do not accept children shouting out)**

- **Show me boards:** (whiteboard and pen)

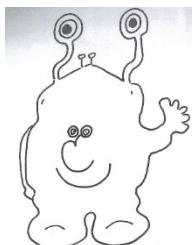
(Walkthrus 1 p94) 'set the question with goal and timeframe, build in thinking time, signal, sample responses and follow up'



show me
boards

- Say: '3, 2, 1 and show me your boards' (children hold board to chest)

Adults in EYFS and Launchpad will refer to the following characters from the Sulp programme to support with listening and attention:



Looking Luke



Listening Lizzie



Timmy and Tommy Taking Turns



Hattie Hoggit

Straplines to be used:

"Look at the person who is talking."

"Use your eyes to show you are paying attention."

"Listen to all the words carefully."

"Think about what the other person is saying."

"Wait for the gap."



Gaining children's attention:

(Walkthrus 1 p41)

These are suggested strategies to support teachers to gain attention of pupils:

- Count down:

Active listening

3, 2, 1



- Say: 'Active listening in 3, 2, 1' or '1, 2, 3 eyes on me'.

- Clap back:



- clap -- clap -- clap clap clap

- Say/sing:



- sing - Say: 'Are you listening' - Response from children: 'Yes we are'

- EYFS to continue to use tambourine

Pause: ‘This is crucial, you must give children a short moment to adjust from working individually...to focusing on you...hold eye contact...It’s a mistake to begin to give further instructions immediately...when children are ready you can affirm their positive response with a simple ‘thank you’.

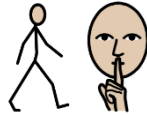
Insist: ‘Before moving on you must be sure that everyone has given you the agreed response to the signal. If you allow even one student (that is able) to continue talking...then you undermine the strength of the routine...use a low-level reminder if necessary.’

Transitioning from carpet to learning – KS1 (Tremendous Transition)

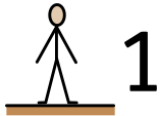
(Walkthrus 2 p46) Signal / switch / re-focus

We expect children to:

- move quickly and quietly
- walk silently



Signal: ‘Give the agreed signal to start transition’



- stand up 1 – stand up



- go to tables 2 – to your tables (Insist on wonderful walking)

Switch: ‘Monitor children as they go through the routine’



- sit down / start 3 – sit down and start

(Ensure children are clear on the expectations at their table or that they will be working with an adult who will model)

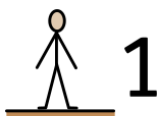
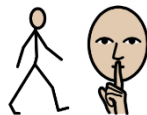
Re-focus: ‘Scan the class, ensure they are re-focused, relaxed and ready’

Transitioning from learning to carpet – KS1 (Tremendous Transition):

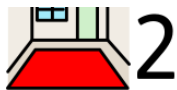
(Walkthrus 2 p46) Signal / switch / re-focus

We expect children to:

- move quickly and quietly
- walk silently



- stand up 1 – stand up



2

carpet

2 – to the carpet (Insist on wonderful walking)



3

sit down

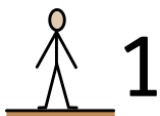
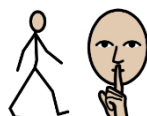
3 – sit down - Benjamin Adlard sitting (legs crossed, lips closed, eyes looking, hands still)

Transitioning from carpet to learning – EYFS (Tremendous Transition):

(Walkthrus 2 p46) Signal / switch / re-focus

We expect children to:

- move quickly and quietly
- walk silently



1

stand up

1 – stand up



2

provision

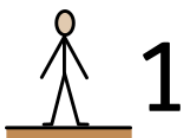
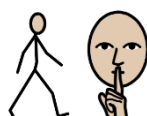
2 – to provision (Insist on wonderful walking)

Transitioning from provision to carpet – EYFS:

(Walkthrus 2 p46) Signal / switch / re-focus

We expect children to:

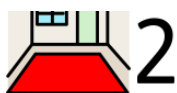
- move quickly and quietly
- walk silently



1

stand still

1 – stand still



2

carpet

2 – to the carpet (Insist on wonderful walking)



sit down

3 – sit down - Benjamin Adlard sitting (legs crossed, lips closed, eyes looking, hands still)

Adults in EYFS will refer to the following characters from the Sulp programme to support with smart sitting:







Moby

Straplines to be used:

On the carpet: “Cross your legs, fold your arms, don’t fiddle or fidget.”

Benjamin Adlard sitting looks like:

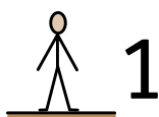
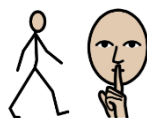
 legs crossed	 lips closed	 eyes looking	 hands still
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Transitioning from chairs to learning – Launchpad (Tremendous Transition):

(Walkthrus 2 p46) Signal / switch / re-focus

We expect children to:

- move quickly and quietly
- walk silently



stand up

1 – stand up



provision

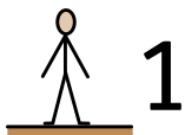
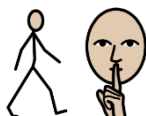
2 – to provision (Insist on wonderful walking)

Transitioning from learning to carpet – Launchpad:

(Walkthrus 2 p46) Signal / switch / re-focus

We expect children to:

- move quickly and quietly
- walk silently



stand still

1 – stand still



go to tables

2 – to the tables (Insist on wonderful walking)



sit down /
start

3 – sit down and start

(Ensure children are clear on the expectations at their table or that they will be working with an adult who will model)

Re-focus: 'Scan the class, ensure they are re-focused, relaxed and ready'

Adults in launchpad will refer to the following characters from the Sulp programme to support with smart sitting:



Moby

Straplins to be used:

On a chair: "Bottoms to the back of your chair, arms folded or on your knees, don't fiddle or fidget."