

Behaviour Curriculum



Inspiring a love of learning through
the bonds of **family, faith and friendship.**

'A cord of three strands is not easily broken.' Ecclesiastes 4:12

Our Christian values of community, compassion, friendship, courage, hope and thankfulness are an integral part of daily life.

We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.

(School vision statement)

Rationale

At Folksworth Church of England Primary School we develop children's character and pro-social behaviours through our Behaviour Curriculum. Through our Behaviour Curriculum we define the valued behaviours and habits that we expect pupils to demonstrate at all times. We want to support our children to grow into adults who are polite, respectful, grateful, kind, responsible and considerate of others. We believe that as pupils practice these valued behaviours over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Implementing and Teaching the Behaviour Curriculum

The Behaviour Curriculum is developed to explicitly outline the valued behaviour expectations set out in our Behaviour Policy. These expectations are displayed around school and regularly revisited during Collective Worship and circle time activities or class discussions.

The curriculum is taught explicitly during the first week of the Autumn Term alongside National Curriculum subjects. Children will learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Behaviour Curriculum is revisited with pupils and will continue to be reinforced throughout the year. Staff will also demonstrate these valued behaviours and ensure pupils have time to practise these, particularly in the first few days of term. For example, a lining up order will be taught in the classroom but will be reinforced in different locations and times throughout the school day.

It is expected that all staff and pupils will know the content of the Behaviour Curriculum and use the agreed language to ensure consistency in expectation, e.g. 'smart walking'. Children will be praised and rewarded in line with the Behaviour Policy for exhibiting these valued behaviours.

Adaptations

The Behaviour Curriculum is for all pupils to aim to achieve. However, it will be applied differently in different year groups depending on the children's ages and individual educational needs. For example, some pupils may find it very uncomfortable to maintain eye contact with adults. Therefore, consideration of these needs will be given when communicating and implementing the Behaviour Curriculum.

Folksworth Church of England Primary School

Behaviour Curriculum Map

How we Teach the Behaviour Curriculum

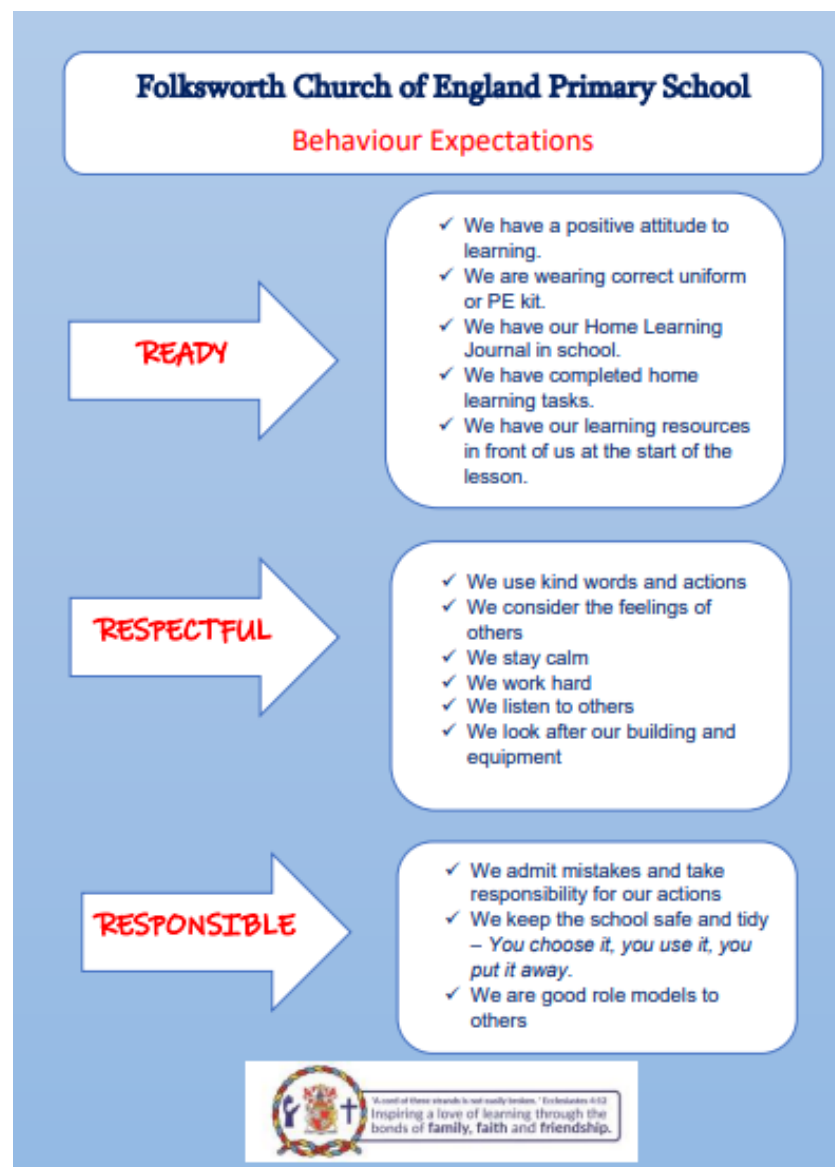
Approach

- Explaining the why and context.
- Gradual handover – I Do, We Do, You Do approach.
- Teaching our behaviour curriculum includes lots of opportunities for guided and independent practice.
- Delivered in small steps with clear examples (and non-examples) and models.
- Scaffolds are provided for routines, transitions for whole classes and/ or individual children, not lowering our expectations but allowing all to succeed.
- Scripts for routines.
- Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check understanding.

Ready, Respectful, Responsible

Expectations

There are three over-arching behaviour expectations in school: Ready, Respectful, Responsible.



Building our Culture and Ethos through Expectations

Attendance and Punctuality

- We will try to attend school every day unless we are very poorly.
- We will try to arrive at school on time every day. It is important so we don't miss out on our learning.
- We will get to the classroom and be ready to learn as soon as possible when arriving at school and when coming in from break and lunchtimes.



Using Good Manners

- We always say 'please' and 'thank you'.
- We say 'good morning' or 'good afternoon' to others.
- We know that a calm and respectful tone is polite.
- We use language appropriately and respectfully.
- We wait for a conversation to end before we begin to speak.
- We hold doors open for others.
- We are patient and wait our turn.



Lunchtime

- We enter the hall together as a lunchtime group.
- Lunchtime group leaders are responsible for collecting their group from class and staying together as a group.
- We use Smart Walking when walking to the hall.
- We line up smartly, collect our food and sit down straight away.
- We will use a normal talking volume when in the hall. We will not be raising our voices.
- We will try to use a knife and fork correctly.
- We use good manners by saying 'please' and 'thank you' when someone gives us our food or a drink.
- We will not leave our seats once we have sat down.
- We wait until we have finished eating before getting up to clear our place.
- Once we have finished, we clear any rubbish from our table and empty any leftover food into the correct bin.
- Once we have cleared our plates, we use Smart Walking to leave the hall.



Accepting a Consequence

- We tell the truth.
- We take responsibility and don't blame others for our actions.
- We understand the impact our choices have on others.
- We try to change our behaviour to stop it happening again.
- We don't argue back with the adult.
- We can be forgiven if we show we are sorry and have learned from our behaviour choices.



Playtime Behaviour

- We walk from our classroom to the playground using Smart Walking.
- We will play safely without hurting anyone.
- We do not 'play fight' because we may hurt someone by accident.
- We will be kind, by including people in our games and sharing equipment.
- We will look after and return the playground equipment once we have finished using it. (You choose it, you use it, you put it away.)
- We do not hide playground equipment as it is for everyone to use.
- We will be kind towards other people and show this in our behaviour.
- When the whistle is blown, we will line up in our lining up order straight away.
- We will walk back to the classroom using Smart Walking.
- We will stay outside unless we have permission from an adult to come inside.



General Classroom Expectations

- We know not to leave our seat during the lesson unless we have been asked to do so.
- We will use the toilet at break and lunchtimes so we don't disturb learning.
- We will not have any objects on the table that distract us from learning.
- We will keep our tables clear from clutter.
- We keep the classroom tidy.
- We will not talk when others are talking.



Using Technology

- We value the laptops as an expensive school resource to help our learning.
- We carry the laptops with two hands at all times.
- We close the screen when laptops are being moved and when the teacher is talking.
- We follow the school rules for using laptops and report anything that worries us.
- We only complete or present the learning that we are directed to do and not for other purposes.



Learning Routines and Expectations

Silent Signal

- A silent signaller is used by adults to gain the attention of the class.
- When we see an adult with their hand in the air we stop what we are doing and raise our hand to show we have seen the signal.
- We tap the person next to us gently on the shoulder if they haven't seen.
- We close laptop screens if open.
- We wait until everybody is quiet and then listen to what the adult has to say.
- We do not raise our hand and continue to speak or work during the signal.



Smart Sitting

- We sit up straight with our back against the chair, legs under the table, hands together, not touching anything.
- We keep the chair still on the floor.
- We sit in our carpet spaces with a straight back and crossed legs.
- We track the speaker using our 'magnet eyes'; showing others their ideas matter and they are valued.



Smart Lining Up

- Stand behind chairs/ stand up silently
- Walk to line
- Line up in year groups, in a given order
- Facing forward
- One behind each other in a straight line allowing for personal space
- Hands by side
- Wait silently
- Tracking the front of the line, where you are walking towards or the adult



Walking Around School (Smart Walking, No Talking)

- Walk around school using **Smart Walking**
- **Smart Walking** means –
 - Standing up straight
 - Walking in a straight line
 - Hands by our side
 - No talking
 - Attention: looking where you are going, safe distance from others around you and the environment (without leaning on walls whilst waiting)
- Smart Walking is to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school



THINK Before We Speak

- T – Is it TRUE?
- H – Is it HELPFUL?
- I – Is it INSPIRING?
- N – Is it NECESSARY?
- K – Is it KIND?

We use THINK to help us decide how we will speak to others.



Speaking and Voice Levels

- We know that what we have to say is important.
- We are proud of what we have to say.
- We look up to project our voices when speaking.
- We use a strong voice but we do not shout.
- We follow the following voice levels for different situations:
 - Silence is Golden
 - Spy Talk
 - Low Flow
 - Formal Normal
 - Loud Crowd
 - Out of Control



Fantastic Contributing

- We expect all children to contribute in class.
- We listen to whoever is speaking
- We consider our responses before sharing.
- We share answers in a clear voice.
- We don't call out
- We respect that others have a different point of view that we may not always agree with.



Talking Partners

- We know that talking to our partner helps us to learn and share our ideas.
- We discuss our response to the question or discuss what has been asked.
- We make sure both of us get a chance to speak.
- We listen carefully to each other and respect what they have to say, even if we disagree.



Tidying Away

- We are all responsible for keeping our school tidy and work together to look after it.
- We follow the rule 'you choose it, you use it, you put it away'.



Learning to Transition

Transitions

Arriving at School at the Beginning of the Day

- We arrive at school on time.
- We use Smart Walking to get to class.
- We greet staff and others politely.
- We place all of our belongings inside our locker or in the cloakroom neatly.
- We do not leave the classroom once we have entered without asking an adult for permission.
- We make sure that we have all of our equipment ready for the start of the day.
- We begin our morning task straight away.



End of the Day Routine

- We quietly collect our things for home and return to the classroom immediately.
- We put all of our belongings away.
- We tuck our chair under and leave the classroom tidy.
- We say "good afternoon everyone" politely before we leave.
- We line up and walk out to the playground using smart walking.
- We wait until a member of staff says we may leave.



Expectations for Collective Worship and Reflection Times

Collective Worship

Entering and Leaving the Hall or Church

- We use Smart Walking.
- We remove coats, hats and head coverings, where possible, as a sign of respect.
- We sit silently on the floor with our legs crossed or still in front of us when sitting on chairs.
- We sit up with straight backs.



Times of Prayer and Reflection

- We know that prayer and reflection is invitational. We are respectful to the choices of others.
- We are respectful to others praying and reflecting around us.
- We remain still and do not speak.
- We may choose to put our hands together when praying. When we do this, we do not clap our hands together.



Expectations for Behaviour Outside of School, including Educational Visits

Behaviour Outside of School

- We know that when we are wearing our school uniform we will always behave respectfully and responsibly as we are representing the school.
- We are mindful that how we communicate with others may be heard or read by others (for example in text messages).
- We know that all of these expectations apply to educational visits and residential, not just when we are in the school grounds.

