

Earl Spencer Primary School - Behaviour curriculum

School values	Respect	Honesty	Responsibility	Aspiration	Pride	Enjoyment
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The aims of the behaviour curriculum	<p>Successful relationships are underpinned by the positive ethos promoted in our school; a culture which demands high expectations of staff and pupils, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community built on trust and understanding. 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)</p>
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Teaching the curriculum	<p>Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The behaviour and expectations curriculum sets out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. 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 behaviour 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. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content</p>	<p>The process for teaching behaviour explicitly is as follows</p> <ul style="list-style-type: none"> • IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour
		<p>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 can learn in an optimised environment and where teachers are free to teach</p>



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There are four overarching behaviour principles			
Be kind	Be honest	Be respectful	Try my best
<p>We always use kind hands, feet and words.</p> <p>We always try to help others</p> <p>We always use good manners</p>	<p>We respect the law and the rules of school and society</p> <p>We always follow the class rules</p> <p>We always follow the school rules</p> <p>We always take care of our, the school and others property</p>	<p>We always listen when an adult is talking.</p> <p>We always listen to pupils in our class giving ideas and feedback.</p> <p>We are polite and show good manners to everyone.</p> <p>We respect difference and know we are all equal.</p> <p>We look after our equipment and share it.</p> <p>We look after our environment and never drop litter.</p> <p>We always use our good listening skills</p>	<p>We bring in our homework every week</p> <p>We bring in our reading books every day</p> <p>We always complete our work</p> <p>We always try our hardest in everything we do</p>

<p>SEND: 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 or SEMH needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes and approaches are used to provide additional support when necessary.</p>		
Therapeutic approach	Trauma Informed	Behaviour plans
<p>Support children who are displaying detrimental; behaviours to understand the why and not the what</p>	<p>Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p>	<p>Support children who display detrimental behaviours by providing a bespoke behaviour plan</p>
<p>These approaches are linked to the PHSCE curriculum with regards to pupil wellbeing and mental health</p>		



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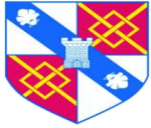
Our Pupils will be taught and know the following expectations and routines.

Respectful – manners	Uniform	Assembly	Moving around school	Dining Room
<p>Know that you should always say ‘please’ when you are asking for something.</p> <p>Know that you should always say ‘thank you’ when you receive something or someone does something nice for you.</p> <p>Know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>Know that it is polite to give eye contact to the person you are talking to.</p> <p>Know that it is important to show gratitude to others by thanking people for what they have done for you</p> <p>Know that if you respect someone, you have a good opinion of their character or ideas.</p> <p>Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision</p>	<p>Know that we wear full uniform, and it is worn correctly</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>Know that we can wear a watch (not a smart watch) and no other jewellery</p> <p>Know to bring correct PE kit as appropriate</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know the expectations for sitting</p> <p>Know that we sit cross-legged with a straight back and hands still</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively</p>	<p>Know that we walk around school in silence (Smart walking)</p> <p>Know that we walk in a straight line</p> <p>Know that we line up in our agreed line order</p> <p>Know that we are polite and courteous to adults / other children with a greeting</p> <p>Know that we open doors for others</p> <p>Know that we pick up litter, coats and resources if on the floor or untidy</p> <p>Know that we knock on and wait for permission to enter a room where appropriate</p>	<p>Know that we use a quiet voice and talk to the children opposite or adjacent to them only</p> <p>Know that we line up – one behind the other, quietly.</p> <p>Know that when eating, we stay in our seats facing our food</p> <p>Know that we use a knife and fork appropriately</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>Know that we walk in the dining room</p> <p>Know that if we have eaten a school dinner, we collect own rubbish and put in bin</p> <p>Know that if we have eaten a packed lunch, we take wrappers home.</p> <p>Know that we clear away our table space, cutlery, plate, cup and leave tidy.</p> <p>Know that we ask an adult to leave the dining room</p>



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Attendance & Punctuality	Ready to learn	Moving to the line (in class)	Communal Areas	Presentation in Books
<p>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</p>	<p>Know how to follow the stopping strategy used in your class Know that we have good sitting posture Know that we keep our workspaces /resources tidy (before/during/after work) Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p>	<p>Know that we walk to the line sensibly displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner</p>	<p>Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs</p>	<p>We know how to set out our work in our books: Date – left hand side next to margin in words (except for day number); 6-digit format used in Maths books Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>
Playground Behaviour	<p>Know that we walk to the line sensibly Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect</p>	Lining Up	Behaviour outside of school	
<p>Know that you must walk from your classroom to the playground using Smart Walking 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, when the bell is rang, we stand still and quietly on the spot, then on the second bell we walk to our class lines</p>		<p>Know that we walk to the line sensibly Know that we push the chair under the table when leaving seat Know that we walk in a quiet, calm manner Know that we walk in single file</p>	<p>Know that when you are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely.</p>	

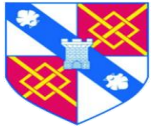


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			We know who to go to for help and support	
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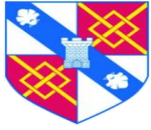
All adults in school will model expected behaviours by

Respectful – manners	Uniform	Assembly	Moving around school	Dining Room
<p>Teach and model the use of good manners</p> <p>Teach pupils that it is polite to give eye contact to the person you are talking to.</p> <p>Teach and model to pupils that it is important to show gratitude to others by thanking people for what they have done for you</p> <p>Teach pupils that being responsible means being able to be trusted to do the right things that are expected of you without supervision.</p>	<p>Ensure uniform is always correct</p> <p>Provide ‘spare’ correct uniform as appropriate</p> <p>Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform.</p> <p>Be understanding and fair yet uphold the standards expected</p> <p>Present themselves in appropriate dress, in line with staff dress code policy</p>	<p>Verbally remind children of expectations and praise children for meeting them</p> <p>Lead class into the hall and clearly indicate where children are to sit</p> <p>Praise/remind children for following expectations of sitting and participation</p> <p>Lead children into assembly modelling expectations (smart walking no talking)</p> <p>Actively engage with assembly</p> <p>Ensure orderly exit from hall and return to class (Smart walking no talking)</p> <p>Praise and reward as appropriate</p>	<p>Regularly remind class of expectations when moving through school</p> <p>Check smartness of pupils before and after moving</p> <p>In instances of unwanted behaviour – stop the class and recap expectations</p> <p>Praise and verbally reward children</p> <p>Model manners and showing courtesy to others- e.g., holding doors open</p> <p>Do not set off with a class/group until all expectations are met (standing in line in silence)</p>	<p>Use the hands up for silence signal</p> <p>Support and model to pupils to use knife and fork</p> <p>Remind pupils of expectations</p> <p>Monitor the cleaning of plates and cutlery</p> <p>Check and remind of manners</p> <p>Check spaces as pupils leave the eating space</p> <p>Praise and reward the correct behaviour</p>
Attendance & Punctuality	Ready to learn	Moving to the line (in class)	Communal Areas	Presentation in Books
<p>Remind pupils that they must try to attend school every day.</p> <p>Remind pupils that they must try to arrive at school on time every day.</p>	<p>Stop children using the agreed strategy: Hands up for silence</p> <p>Establish, teach and model routines and expectations</p> <p>Meet and greet children and adults on entry to the room</p>	<p>Use agreed stopping strategies</p> <p>Praise or stop and reinforce expectations as required</p>	<p>Ensure tidy workspaces including their desk area</p> <p>Ensure all space outside their classroom are clutter free</p>	<p>Ensure the front cover is neat and presentable – name, subject and KS</p> <p>Cut any sheets used down to size neatly.</p>



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<p>Remind pupils that attending school on time every day is important so that they don't miss important learning</p>	<p>Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: Ensure resources are ready and accessible Ensure workspaces/classroom is tidy, including their own desk</p>		<p>Pick up any rubbish and place in the dustbin, do not walk past it Ensure all displays are kept in good order Pick up coats and place back on pegs or bring in from the playground and place in lost property if no name Pick up water bottles and return to classes Praise/reward/prompt children as required</p>	<p>Follow the marking and feedback policy Model the expectations of presentation in your marking</p>
<p>Playground Behaviour</p>		<p>Lining Up</p>	<p>Behaviour outside of school</p>	
<p>Teach and model to the pupils smart walking to and from the playground Teach and remind the pupils to play safely without hurting anyone. Teach and remind the pupils that we do not 'play fight' because we may hurt someone by accident. Teach the pupils to be kind, by including people in their games and share equipment. Teach the pupils that when the bell is rung, they must stand still and silently, then on the second bell, they silently walk to their lines silently.</p>		<p>Use agreed stopping strategies Ensure all children are lined up facing the front silently Praise or stop and reinforce expectations as required</p>	<p>Remind pupils that when they are wearing their school uniform they are representing the school community and must always behave responsibly and respectfully. Teach the pupils that we should be considerate of other people arriving and leaving school. Teach the pupils that being considerate means thinking about other people's needs, wishes and feelings. Teach pupils how to stay safe online and use technology sensibly and safely. Remind pupils who to go to for help and support</p>	

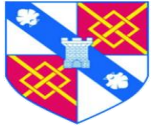


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Embedding the Behaviour Curriculum

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Select School Improvers (pupil leaders)	Revisit learning behaviours and expectations	Revisit learning behaviours	Revisit learning behaviours	Revisit learning behaviours	Revisit learning behaviours
Assembly Themes	Democracy Respect (behaviour expectations in school)	Honesty The rule of law (Anti bullying week)	Responsibility Individual Liberty (Taking responsibility for your behaviour)	Aspiration Mutual Respect (how to get along- what a good friend looks like)	Pride Tolerance of those of Different Faiths and Beliefs (Tolerance of others - being kind)	Enjoyment Tolerance of those of Different Faiths and Beliefs (behaviour expectations in school)
SMSC	British Value - Democracy	British Value – The rule of law	British Value - Individual Liberty	British Value - Mutual Respect	British Value - Tolerance of those of Different Faiths and Beliefs	British Value - Tolerance of those of Different Faiths and Beliefs
Safeguarding Curriculum	Keeping safe booklets	Keeping safe booklets Anti – bullying week whole school.	Keeping safe booklets Safer Internet Day	Keeping safe booklets	Keeping safe booklets	Keeping safe booklets
PHSE Curriculum	Health and well-being Relationships Zones of regulation teaching and tool boxes	Health and well-being Relationships Zones of regulation refresher and tool boxes where required	Relationships Health and well-being Zones of regulation refresher and tool boxes where required	Relationships Health and well-being Zones of regulation refresher and tool boxes where required	Living in the wider world Health and well-being Zones of regulation refresher and tool	Living in the wider world Health and well-being Transition Zones of regulation refresher and tool



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					boxes where required	boxes where required
PE Curriculum	Swimming & Water Safety – Year 6 Playground Leaders established After school clubs start	Swimming & Water Safety – Year 6	Swimming & Water Safety – Year 5	Swimming & Water Safety – Year 5	Swimming & Water Safety – Year 4	Swimming & Water Safety – Year 4
Computing Curriculum	Online safety	Online safety	Online safety	Online safety	Online safety	Online safety
Wider Community	Youth programme animation (PHSE)	Scholastic Book Fair	Children’s mental Health week	Youth programme animation (PHSE) World Book Day Scholastic Book fair		Transition