



# **Behaviour Curriculum**

## Overview of Content

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>All year groups (reception to year 6)</b>	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content.

### Introduction

At Hall Meadow Primary School, we believe that in order for all of our children to achieve, we need to teach and instil positive behaviours which will support them throughout their whole life. This includes the teaching and learning of self-discipline and the values of both the school and the Trust (InMAT). We believe that through these values, our children will develop the skills to support them in making the correct choices in life and the communication skills to face challenges and consequences.

These values are our expectations and how we want all our pupils to think, work together and promote positivity in all they do.

Our three guiding school values are:

- Respect: it is important to respect ourselves, others and our environment (*taught as part of the behaviour curriculum*)
- Responsibility: we all have a responsibility to look after our belongings, our environment and each other (*taught as part of the behaviour curriculum*)
- Resilience: we are able to experience challenges and deal with them positively (*taught as part of the PSHE curriculum*)

### Teaching the behaviour curriculum

The behaviour curriculum is taught explicitly during the first week in the autumn term. Children will learn the content of the behaviour curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited in class and in assembly and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term) eg; lining up should be taught in the classroom but must be reinforced in different locations and times throughout the school day, such as; on the playground after breaktime. It is expected that all pupils will know this content.

## Adaptations

While this curriculum is for all pupils, it will be taught slightly differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs.

## Curriculum Content

### Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

#### Behaviour

To know that the main behaviour expectations that we follow in school are:

- To be respectful
- To be responsible

To know the following examples of these two principles:

<b>To be respectful</b>	<b>To be responsible</b>
Saying good morning/ afternoon to adults Saying please and thank you Holding doors open for others Talking kindly to others Respecting others right to learn Respecting school property and equipment by looking after it (in the classroom and outside) Using a polite and calm tone of voice Valuing differences Following adult instructions Walking around school quietly as not to disturb others Lining up one behind the other, silently.	Wearing the correct school uniform Having shirts tucked in Bringing PE kit into school on PE days Tidying up the area that you work Helping to tidy the classroom Accepting responsibility if you make a mistake and reflecting on this Completing homework on time

### **Our Routines**

There are four different methods (adult to choose depending on age of the children) that may be used by an adult to signal to a class/ the whole-school that they must stop. These include:

Adult puts their hand up and the children are expected to stop and also put their hand up

Adult shakes a tambourine and the children are expected to stop

Adult counts down from 5 to give the children time to finish their sentence/ question, then the children are expected to stop.

Adult claps in a rhythm, children stop and repeat the clap.

Adult signals with arms and hands, children stop and repeat the signals.

### **Walking around school**

Know that when walking around school, we:

Face forward

Walk in a straight line

Hands by side

Without talking

Without leaning on walls whilst waiting

Know that we walk around school in this manner to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

### **Contributing in class/ assembly**

Listening to the class teacher or whoever is speaking

Considering my responses before sharing

Putting my hand up so I know my teacher knows I want to contribute during whole class discussions

Sharing answers/contributions in a clear voice using full sentences

Building on what others have said.

Being prepared to share my ideas even if my hand is not up but my teacher asks me to.

### **Arriving at school at the beginning of the day**

Know that I arrive on time to school.

Know that I walk calmly to my classroom.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox on the trolley and put my rucksack/ bookbag in the correct location (depending on age).

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.  
Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task/ Key Skills.

### **Transitioning within a lesson and at the end of a lesson**

Know that when the teacher instructs, I should stand up.  
Know that when my teacher instructs, I should tuck my chair in (if sitting on one) and stand behind it.  
Know that when the teacher instructs, I should line up/ leave the classroom.  
Know that when I am lining up, I should be quiet.

### **Using good manners**

Know that I should always say 'please' when I am asking for something.  
Know that I should always say 'thank you' when I receive something or someone does something kind for me.  
Know that I should say 'Good morning/afternoon' to adults if spoken to.  
Know that it is important to show gratitude to others by thanking people for what they have done for me.  
Know that a calm and polite tone is respectful.

### **Playtime Behaviour**

Know that I must walk from my classroom to the playground sensibly and calmly.  
Know that I must play safely without hurting anyone.  
Know that I do not 'play fight' because I may hurt someone by accident.  
Know that I must be kind, by including people in my games and sharing equipment.  
Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.  
Know that when the bell is rung, I should stand still and be silent.  
Know that, when the bell rings for the second time, I should go straight to my line and wait to be instructed inside by teacher.

### **Lunchtime**

Know that I collect my food and sit down straight away.  
Know that I should use a normal talking volume when in the hall. I should not be raising my voice.  
Know that I should use a knife and fork correctly.  
Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.  
Know that I should not leave my seat once I have sat down, unless directed by an adult.  
Know that once I have finished my lunch, I will put my hand up and wait for an adult.  
Know that once I have been instructed by an adult, I will clear my table and put any left-overs into the correct bin.  
Know that once I have cleared my plate, I will put it into the correct box and will also put my cutlery into the correct box.

Know that once I have tidied my things away, I can leave the hall and return my lunchbox to my trolley.  
Know that I then walk outside to the playground.

### **Completing work in books**

Know that I should always work on the next available page/ rule-off unless told otherwise.

Know that I should date every piece of work.

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly.

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

### **End of the day routine.**

Know that when my teacher instructs, I should collect my things for home and return to my space (carpet/chair).

Know that when my teacher instructs, I should tuck my chair in (if sitting on one) and stand behind it.

Know that when the teacher instructs, I should line up/ leave the classroom.

Know that I should wait quietly whilst my class is dismissed.

### **General classroom expectations.**

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table and my drawer clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.