

TEVERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Inspire Believe Achieve



Behaviour Curriculum

Introduction

This document is the basis for planning and delivery within each year group for the school behaviour curriculum. The key principle of this document is the belief and understanding that behaviour is taught and not caught. This means that children should be taught how to behave appropriately and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. This enables the establishment of a school culture where pupils and staff flourish and achieve their best.

We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for pupils across the age range and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want **every** child to succeed.

Teachers should ensure that core knowledge is taught progressively so that all pupils know what good behaviour looks like. Some pupils may need additional support to reach the expected standard of behaviour. As stated within the behaviour policy, these children should be identified and offered additional intervention and support. However, as with any curriculum, targets should be developed and build progressively from their starting points. The behaviour curriculum defines the expected behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. The behaviour curriculum includes the development of learning pedagogy. As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours.

Intent

Vision and Values

We love because God first loved us.

1 John 4 verse 19

Our Core Vision:

Inspired by God's love for us,
we seek to be
a loving, serving, learning community
in which our **belief** that
all people should be valued
for who they are in God's image
creates a culture where
all can explore, discover, flourish
and therefore **achieve** their best.

Our Behaviour Curriculum aims to:

1. Create a school culture where staff and children are inspired, believe in themselves and achieve well.
2. Ensure all children are aware of what valued behaviour looks like.
3. Enable pupils to be reflective about their own behaviour.
4. When pupils do show detrimental behaviours, school staff respond promptly, predictably and with confidence to maintain a calm, safe learning environment for everyone.

Implementation

Ready Respectful Safe- the key principles for conduct at Teversham CE Primary School.

These valued behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. We set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.

We support children to be:

- **ready** to learn;
- **respectful** to each other and school property;

Our core Christian values are all underpinned by our overarching value of love- love for ourselves, for others, for



- able to keep themselves and others **safe** in and out of school and online.

Children will know the following examples of these principles:

Be ready	Be respectful	Be safe
Being on time for school Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the Classroom	Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow adult instruction Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical Using calm and respectful tones when we communicate

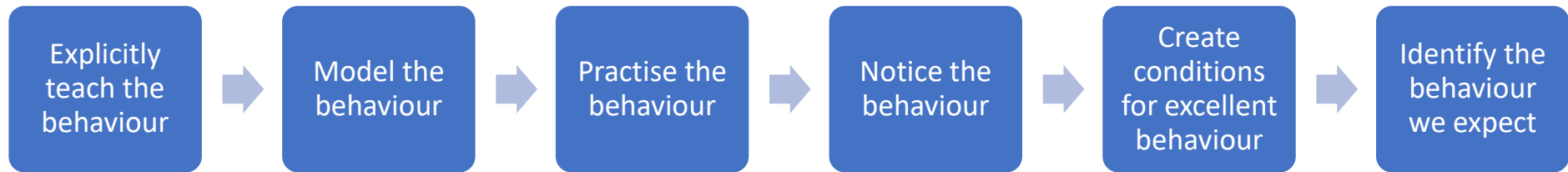
We implement our intended behaviour curriculum through several deliberate and strategically planned approaches:

Collective Worship	PSHE curriculum-development of understanding of safety.	Focused purposeful practice of class based routines.	Learning pedagogy included within all lessons.	Celebrations of valued behaviour and use of consequences and restorative practice for detrimental behaviour	Consistency in application of policy	School culture promoting positive relationships
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Routines and expectations are taught explicitly across the Autumn term. This enables routines and expectations to be revisited and to become automatic. At the start of each term, Teversham routines and expectations are revisited with pupils and will continue to be reinforced throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from Pre-school to Y6	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

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practice these (particularly in the first few days of term). It is expected that all pupils will know this content.



Staff working at Teversham will receive regular training to ensure they understand the expected behaviours and so they are skilled in the process of teaching this.

Impact

Routines and Expectations for All:

<p><i>In our classrooms, you will see us:</i></p> <ul style="list-style-type: none"> • Starting our task as soon as we enter the classrooms • Clear, clutter free desks • Working independently • Staying on task • Taking pride in the presentation of our work • Treating our environment and equipment with respect • Taking part in discussion, showing an interest in the ideas of others <p><i>You won't see us....</i></p> <ul style="list-style-type: none"> • Swinging on chairs • Calling out • Talking whilst the teacher is 	<p><i>When playing outside, you will see us:</i></p> <ul style="list-style-type: none"> • Treating others with kindness • Demonstrating respect to all peers and staff • Trying to resolve any disagreements independently • Taking part in different activities • Making sure everyone feels included and valued • Following the football rules • Stopping when the whistle is blown, and then proceeding sensibly to the next instruction (tidying up/lining up) • Lining up silently in alphabetical order • Treating our environment and equipment with respect <p><i>You won't see us....</i></p>
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<ul style="list-style-type: none"> • Disrupting others 	<ul style="list-style-type: none"> • Taking part in rough play • Using unkind words or inappropriate language • Going indoors, unless we have permission from a member of staff • Behaving in a way that may upset others
<p><i>In our dining hall you will see us:</i></p> <ul style="list-style-type: none"> • walking in calmly • Lining up quietly, standing straight • Remembering our manners • Carrying trays sensibly • Using indoor voices • Using our knives and forks • Tidying away any mess <p><i>You won't see us...</i></p> <ul style="list-style-type: none"> • Getting out of our seats when we don't need to • Running • Being silly • Talking loudly 	<p><i>When moving around school you will see us:</i></p> <ul style="list-style-type: none"> • Walking calmly, not rushing or pushing past others • Holding doors open – letting others through a doorway before walking through yourself • Greeting people politely - saying 'Good Morning' or 'Good Afternoon' • Using eye contact when somebody is talking to you • Using 'please' when asking for something • Using 'thank you' and showing gratitude when somebody does something nice for you • Standing aside to let people past • Being mindful of other learners around us • Going back to our classrooms as soon as possible <p><i>You won't see us....</i></p> <ul style="list-style-type: none"> • Talking loudly • Being silly in the corridors • Damaging displays by touching them as we walk past