



**STUART ROAD PRIMARY ACADEMY SCHOOL
BEHAVIOUR CURRICULUM
2023-2024**



Ethos Values	Respect	Tolerance	Resilience	Aspiration	Kindness	Accountability
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AIMS OF THE BEHAVIOUR CURRICULUM	<p>Successful relationships are underpinned by the positive ethos promoted in our school's culture; 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.</p> <ul style="list-style-type: none"> 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. We aim 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. <p>Through encouraging positive behaviour patterns, we can promote good relationships throughout our 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.</p>
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BEHAVIOUR PRINCIPLES	BE READY	BE RESPECTFUL	BE SAFE
	<ul style="list-style-type: none"> We arrive at school on time, every time. We get to lessons on time. We wear the correct uniform We have the right clothes for PE and playing outdoors. We make sure we have the right equipment for the day. We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feedback. We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after and respect our environment. We respect the law and the rules of school and society 	<ul style="list-style-type: none"> We follow instructions first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and outside school. We use equipment safely.

TEACHING THE BEHAVIOUR CURRICULUM	<p>Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.</p> <ul style="list-style-type: none"> The behaviour 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 half 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 based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention.
	<table border="1"> <tr> <td> <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 </td> </tr> </table> <ul style="list-style-type: none"> Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content. 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. <p>By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.</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 	

AT MALMESBURY PARK WE WILL...	BUILD POSITIVE RELATIONSHIPS	ESTABLISH OUR EXPECTATIONS	SIGNAL, PAUSE AND INSIST	MAKE USE OF POSITIVE FRAMING
	Through: <ul style="list-style-type: none"> Establishing clear boundaries Being kind Learning names quickly and using them Combining assertiveness with warmth Being the adult at all times 	Through: <ul style="list-style-type: none"> Communicating our expectations Reinforcing our expectations Redirect, correcting or challenging Sustaining our expectations 	Through: <ul style="list-style-type: none"> Having an agreed signal Rehearsing the signal Giving the signal Pausing Insisting 	Through: <ul style="list-style-type: none"> Establishing our expectations Affirming positive responses first Frame correction as positive reinforcement Give the benefit of the doubt Assume confusion over defiance
	REHEARSE ROUTINES	OFFER CHOICES AND CONSEQUENCE	GET LESSONS STARTED PROMPTLY	END LESSONS (THE LAST 10 MINUTES) SMOOTHLY
Through: <ul style="list-style-type: none"> Having clear routines Walking through the routines Teaching the signals Making routines routine Refreshing the routines regularly 	Through: <ul style="list-style-type: none"> Having an agreed whole school set of consequences (Ladder of Consequences) Narrate the consequence Follow up and undertake all consequences given Be fair through being consistent 	Through: <ul style="list-style-type: none"> Establishing arrival and entry routines (children are not to line up outside of the classrooms) Addressing the class with plenty of eye contact, free from other distractions Set the context for the lesson within a sequence Share specific learning goals – explain, model and discuss the learning objective Supervise actively Have periods of silence Make use of seating plans and design the classroom arrangements (rows, L-shapes, horseshoes or table groups) ensure all can see the screen/board and fits the purpose of the learning. 	Through: <ul style="list-style-type: none"> Monitor the time and give a cue to the end of the lesson Check progress against the objectives Connect to the wider sequence of learning Establish packing-up routines – rehearse and redirect the routine Establish, rehearse, refine the leave-class routine. 	

OVERVIEW OF CONTENT:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING STAFF FOCUS	<ul style="list-style-type: none"> Explicit teaching of the full behaviour curriculum content ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules 	<ul style="list-style-type: none"> Explicit teaching of the full behaviour curriculum content ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules
JIGSAW	Getting Ready for Learning	Celebrating Difference Anti-Bullying Week	Dreams and Goals Safer Internet Day	Healthy Me	Relationships	Changing Me
SLT FOCUS	<ul style="list-style-type: none"> Lunchtime rules and behaviours 	<ul style="list-style-type: none"> Learning behaviours SLT to identify any areas for development. 	<ul style="list-style-type: none"> Ethos values 	<ul style="list-style-type: none"> Lunchtime rules and behaviours SLT to identify any areas for development. 	<ul style="list-style-type: none"> Learning behaviours 	<ul style="list-style-type: none"> Ethos values SLT to identify any areas for development.

Curriculum Content:

<p>AUTUMN 1</p>	<p>The following will be a whole school focus during the first week:</p>		
<p>1. <u>Arriving at school at the beginning of the day</u></p> <ul style="list-style-type: none"> • Know that I arrive on time to school. • Know that I walk calmly to my classrooms. • Know that I greet staff with a smile and a 'good morning'. • Know that I put my coat and my lunchboxes in my locker and water bottle in the box. • 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. 	<p>2. <u>Transitioning within a lesson and at the end of a lesson</u></p> <ul style="list-style-type: none"> • Know that when the teacher signals (1) I should stop what I am doing. • Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down. • Know that when the teacher signals (3) I should move to my table/line up. • Know that when I am lining up, I should be quiet 	<p>3. <u>Using good manners</u></p> <ul style="list-style-type: none"> • 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 nice 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. 	
<p>4. <u>Playtime Behaviour</u></p> <ul style="list-style-type: none"> • Know that I must walk in single file from my classroom to the playground. • Know that I must play safely without hurting anyone. • Know that I do not 'playfight' 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 called, I must line up in my lining up order straight away. • Know that I must walk in single file back to my classroom. 	<p>5. <u>Lunchtime</u></p> <ul style="list-style-type: none"> • Know that I walk in single file when moving to the hall. • 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. • Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin. • Know that once I have cleared my plate, I return to my seat and wait. • Know that when I am allowed to leave I walk in single file when moving from the dining hall to the playground 	<p>6. <u>Assemblies</u></p> <ul style="list-style-type: none"> • Know that I walk to and into the hall in silence. • Know that I remain standing until asked to sit down. • Know that there are photos for me to look at when I enter the hall • Know that I can talk to the person next to me when asked to do so by the adult leading the assembly • Know that the hand signal and count down from five means I have to stop talking to the person next to me • Know that I raise my hand to answer a question • Know that I stand silently when asked by the adults 	
<p>7. <u>Completing work in books</u></p> <ul style="list-style-type: none"> • Know that I should always work on the next available page unless told otherwise. • Know that I should date every piece of work. • Know that if I am writing a title or Learning Objective, I must underline it with a ruler. • Know that I should always write neatly and clearly, with joined up handwriting. 	<p>8. <u>End of the day routine</u></p> <ul style="list-style-type: none"> • Know that when my teacher signals (1) I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table. • Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet. 	<p>9. <u>General classroom expectations</u></p> <ul style="list-style-type: none"> • Know that I should not leave my seat during a lesson unless I have been asked to do so. • Know that I should use 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 clear from clutter. 	

- Know that I should always start writing from the margin.
- Know that in maths I should use one digit per box/square.
- Know that in maths I should always leave a one square space between calculations.
- 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.

- Know that when the teacher signals (3) I should move to my line space quietly.
- Know that I should wait quietly whilst my class is dismissed

- 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

ETHOS VALUES: - What are our agreed values? How should these be displayed (hall/classroom)?

Each value is listed on an Ethos Arch over each classroom door. Children design each value word and the winner is then displayed above the class door. This is introduced each week in assembly and a new value word displayed.

RESPECT is treating someone in the way you would want to be treated.
At Stuart Road we show respect through...

- Listening to people when they talk and valuing their opinions
- Treating other people how we would like to be treated
- Speaking politely to people
- Looking after our own and other people's belongings
- Telling the truth

TOLERANCE is accepting difference and working well together.
At Stuart Road we show tolerance through...

- People getting on well together
- Accepting that other people may be different from us
- Celebrating differences between people
- Sharing together
- Learning together

RESILIENCE is never giving up and learning from mistakes.
At Stuart Road we show resilience through...

- Persevering in learning
- Capacity to recover quickly
- To manage distractions
- To open to feedback and to respond positively
- Being confident
- Learning from mistakes and coping well with challenge.

ASPIRATION is wanting to improve and do better.
At Stuart Road we show aspiration through...

- Accepting we are in charge of making the right decisions for ourselves
- Choosing how we behave so that we can be successful learners
- Challenging myself to do better
- Be brave to try something new
- Being hopeful and ambitious
- To always be curious

KINDNESS is showing forgiveness towards other.
At Stuart Road we show kindness through...

- Showing kind hands, kind feet and kind words.
- Being thoughtful and considerate of others
- Putting others before yourself
- Showing empathy
- Being polite
- Showing selflessness and not expecting anything in return

ACCOUNTABILITY is being responsible for your choices.
At Stuart Road we show accountability through...

- Being accountable for our actions
- Thinking before acting
- Being ambassadors for the school as role model of good choices
- Being aware of how your behaviour choices affect yourself and others.
- Being honest about behaviour choices and the ability to change it.

PLAYGROUND RULES:

- We do not hurt others.
- We respect our school environment.
- We treat each other with respect.
- We look out for and welcome others.
- We listen to all adults and follow their instructions.

	<p>JIGSAW Getting Ready for Learning</p>
AUTUMN 2	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. • Anti-Bullying week – all to take part in the national theme and undertake key tasks • Anti-Bullying assembly taken by SLT <p>JIGSAW</p> <ul style="list-style-type: none"> • Celebrating Difference
SPRING 1	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. • Safer Internet Day – undertake key tasks within classes • Safer Internet Day assembly taken by SLT <p>JIGSAW</p> <ul style="list-style-type: none"> • Dreams and Goals
SPRING 2	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. <p>JIGSAW</p> <ul style="list-style-type: none"> • Healthy Me
SUMMER 1	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. <p>JIGSAW</p> <ul style="list-style-type: none"> • Relationships
SUMMER 2	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. <p>JIGSAW</p> <ul style="list-style-type: none"> • Changing Me

SEND	When applying this curriculum, we are mindful of all pupils' needs but equally expect that all children participate fully. This curriculum is adapted and adopted to meet all individual needs and further support given if required.				
Our curriculum makes full use of the opportunities available to us for real world learning.	Educational Visits (including residential visits)	Enrichment Opportunities (including visitors, memorable experiences)	The Arts	Community work (including charity awareness)	Assemblies
	RSHE	Computing	Extra-Curricular Clubs	Physical Education	Expressive Arts and Design

EMBEDDING THE BEHAVIOUR CURRICULUM

We ensure the culture is reinforced when teaching curriculum subjects through other teaching opportunities:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Behaviour Expectations and Routines	<ul style="list-style-type: none"> • Teach Behaviour Curriculum: <ul style="list-style-type: none"> ○ Behaviour expectations ○ Classroom routines and expectations ○ Playtime and lunchtime rules, routines and expected behaviours • Ethos Values 	<ul style="list-style-type: none"> • Revisit <ul style="list-style-type: none"> ○ ETHOS values ○ Playtime and lunchtime rules ○ Rehearse and reinforce transition expectations within class ○ Rehearse and reinforce walking within school – correct line order, silence 	<ul style="list-style-type: none"> • Revisit Behaviour Curriculum: <ul style="list-style-type: none"> ○ Behaviour expectations ○ Classroom routines and expectations ○ Playtime and lunchtime rules, routines and expected behaviours • Ethos Values 	<ul style="list-style-type: none"> • Revisit <ul style="list-style-type: none"> ○ ETHOS values ○ Playtime and lunchtime rules ○ Rehearse and reinforce transition expectations within class ○ Rehearse and reinforce walking within school – correct line order, silence 	<ul style="list-style-type: none"> • Revisit Behaviour Curriculum: <ul style="list-style-type: none"> ○ Behaviour expectations ○ Classroom routines and expectations ○ Playtime and lunchtime rules, routines and expected behaviours • Ethos Values 	<ul style="list-style-type: none"> • Revisit <ul style="list-style-type: none"> ○ ETHOS values ○ Playtime and lunchtime rules ○ Rehearse and reinforce transition expectations within class ○ Rehearse and reinforce walking within school – correct line order, silence
Assembly Themes	E-Safety, Respect, Learning Dispositions, Collaboration, Keeping Safe – PANTS week, Wellbeing Warriors <i>International Day of Democracy, International Day of Peace, World Mental Health Day</i>	Respect and Tolerance, Responsibility Anti-Bullying <i>Remembrance, Diwali, Christmas</i>	Respect and tolerance, Democracy, Anti-Bullying, E-Safety <i>Safer Internet Day, Dr Martin Luther King Jnr Day, Rosa Parks, Children’s Mental Health Week</i>	Trust, Individual Liberty, Harmony, <i>St David’s Day, World Book Day, International Women’s Day, Ramadan, Easter</i>	Our World, Rule of Law, Support, Keeping Ourselves Safe <i>St George’s Day, Earth Day</i>	Relationships, Trust, E-Safety, Anti-Bullying, Transition <i>Eid al-Adha, Windrush Day, Mandela Day</i>
SMSC	British Value: Mutual <u>Respect</u> and Tolerance	British Value: Mutual Respect and <u>Tolerance</u>	British Value: Democracy	British Value: Individual Liberty	British Value: Rule of Law	British Value: Mutual Respect and Tolerance
Safeguarding Curriculum	Pants are Private	Anti-Bullying Week Play Leaders	Safer Internet Day		Road Safety/Bikeability Reception/Y2 and Y6	
RSHE Curriculum	Being Me In My World	Celebrating Difference Anti-Bullying Week	Dreams and Goals Mental Health Week	Healthy Me	Relationships Y5/6 RSE	Changing Me
PE Curriculum		Play Leaders training			Swimming & Water Safety – Y5	

					Bikeability	
Computing Curriculum	E-Safety	Cyberbullying	Staying Safe Online (Safer Internet Day)			
Wider Community		Red Nose Day	International Day	World Book Day		