

Lilleshall Primary School



Behaviour Curriculum

Introduction

At Lilleshall Primary School we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, considerate of others and make a positive contribution to society. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. It also ensures that pupils are able to focus and learn within lessons making good progress and achieving good levels of attainment overtime. Teachers feel they can teach the intend curriculum and therefore find the job rewarding and purposeful supporting good mental health.

Teaching the curriculum

The curriculum is taught explicitly during the first few weeks of the Autumn term alongside the National Curriculum subjects. At the start of each academic year, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. All staff will also demonstrate the appropriate attitudes and behaviours ensuring pupils have time to practise these (particularly in the first few days of term). In EYFS the school behaviour policy is made explicit to the new pupils and quickly becomes embedded.

Adaptations

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 needs. Sensitivity must be applied at all times when teaching the curriculum.

Overview of Content

Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term Second Half	Summer Term First Half	Summer Term Second Half
School and Class Rules Expected Behaviours					
Explicit teaching of Classroom Rules and Making Our Learning Fly Review of Behaviour Policy and Curriculum Offer with pupils	Implementation and refinement of Classroom Rules and Making Our Learning Fly	Pupils identifying areas for further development in Making Our Learning Fly	Continued reinforcement and implementation	Continued reinforcement and implementation	Continued reinforcement and implementation

School Rules				
Helpful	Ambitious	Prepared	Polite	Your Best
<ul style="list-style-type: none"> -Hold doors open for others -Complete classroom jobs effectively -Support each other with their learning and play -Keep working space tidy -Care for others on the playground -Put playground equipment away appropriately and respectfully 	<ul style="list-style-type: none"> -Rise to the challenge -Taking a risk to learn more -Do your best at all times -Aim to achieve your full potential -Work hard -Be eager to learn 	<ul style="list-style-type: none"> -A positive attitude to learning opportunities - Be ready to learn -Have all equipment ready -Bring to school all required items – reading books, swimming kit -Implement Making Our Learning Fly 	<ul style="list-style-type: none"> -Say please and thank you -Hold doors open for people -Talk kindly to other pupils -Say good morning/ afternoon to adults -Have good table manners -Clear away your lunchtime equipment neatly and tidily -Use a calm and polite tone of voice -Value differences 	<ul style="list-style-type: none"> -Be Positive -Be Determined -Demonstrate Effort -Demonstrate independence -Follow teacher/TA instructions -Respect others right to learn -Respect school property by looking after it -Respect and value the wider environment -Demonstrate Fundamental British Values

Fundamental British Value Focus					
The Rule of Law	Mutual Respect and Tolerance	Individual Liberty	Democracy	Tolerance and Difference Protected Characteristics	Tolerance and Difference No Outsiders
Making Our Learning Fly Positive Mindset/Attitudes to Learning					
Be Positive	Challenge	Determination	Effort	Independence	Taking Risks
Being positive enables children to rise to the challenges set; this is key to success	Recognising that our best learning takes place when we are challenged	The ability to stick at something and work at it, to reconsider your approach and try again	Understanding that learning takes effort and commitment	The ability to work independently and maintain focus	Being prepared to do something different or new, being prepared to get it wrong and learn from it

In addition our PSHEE curriculum explores and teaches mutual respect and how to foster positive relationships, awareness of the protected characteristics and it teaches them of the consequences of their actions and their impact on others, encouraging children to take responsibility for their actions.

Routines and Expectations

Arriving at school

Arrive on time to school with the equipment I need for the day.

Enter classrooms calmly.

Say good morning to those I meet.

Hang up my coat and put my lunchboxes away.

Sit quietly in your classroom and start my first activity.

During lessons

Ensuring we are prepared and ready to learning

Have a clear working surface

Work independently when possible

Stay on task and focussed

Take pride in the presentation of our work

Treat our environment and equipment with respect

Take part in discussion, showing an interest in the ideas of others

Sit up properly at our tables with both feet on the floor

Playtimes

Not leaving the building until an adult has arrived

Treating others with kindness

Demonstrating respect to all peers and staff

Try to resolve any disagreements independently, but seek help from a adult if needed

Be active, taking part in different activities and using equipment appropriately

Making sure everyone feels included and valued

Put equipment away correctly and tidily

Line up quickly and sensibly as soon as the whistle is blown

Lunchtime

Walking when moving around the hall

Lining up quietly, standing straight

Remembering our manners

Carrying trays sensibly

Using indoor voices

Using our knives and forks to eat

Eating with our mouths closed

Not speaking with a mouthful
Putting away plates and trays neatly and tidily
Asking to be excused from the dining hall

Moving Around School

Walking sensibly
Holding doors open – letting others through a doorway before walking through myself
Greeting people politely - saying ‘Good Morning’ or ‘Good Afternoon’
Using eye contact when somebody is talking to us
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

When visiting the toilets

Walk sensibly and quietly to the toilet
Take only the time I really need to
Wash my hands after using the toilet
Place paper towels in the bin
Return back to classrooms as soon as possible

Representing the school

To represent the school to a high standard at all times
Be polite
Be helpful
Follow the instructions given by school staff
Show good sportsmanship
Have a positive attitude at all time

When leaving school

Collect school bag and coat quietly and sensibly
Wait for the class teacher to dismiss me
Go directly to the person collecting me
Leave quietly and sensibly