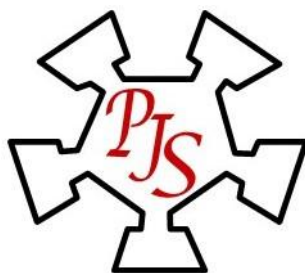


Priory Junior School

BEHAVIOUR CURRICULUM



Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from Year 3 to Year 6	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 Priory Junior School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviour and habits that we expect children to demonstrate. We want to support our children to grow into adults who are polite, respectful, grateful and who show consideration towards others. 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.

Teaching the Curriculum

The curriculum is taught explicitly during the first couple of weeks in the Autumn term, alongside the 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 based on Rosenshine's principles of instruction, including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of a term). For example, lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day eg. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils, where a child is finding it difficult to learn and follow this curriculum, we will utilise the tools in Cambridgeshire's Therapeutic Thinking framework to support. Sensitivity will be applied at all times when teaching the curriculum.

Curriculum Content

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

Behaviour

Know that there are three behaviour expectations in school. These are to:

- Be Ready
- Be Safe
- Be Kind

Know the following examples of these three principles:

Be Ready	Be Safe	Be Kind
<i>Bring your reading book and home-school book to school each day</i> <i>Have your PE kit with you each week</i> <i>Wear correct school uniform</i> <i>Tidy up your table / workspace and the classroom</i> <i>Sit quietly and listen when asked to stop working</i> <i>Put my hand up when I want to contribute</i>	<i>Sit sensibly in the classroom</i> <i>Walk on the stairs and hold the bannister</i> <i>Walk around the school when moving from place to place</i> <i>Use calm and respectful tones when we communicate</i> <i>Play games that do not become too physical and if I become angry, move to a place to calm down.</i>	<i>Say please and thank-you</i> <i>Hold doors open for people</i> <i>Talk kindly to others</i> <i>Say good morning/afternoon to adults</i> <i>Respect others right to learn</i> <i>Respect school property by looking after it</i> <i>Use a calm and polite tone of voice</i> <i>Value differences</i> <i>Follow teacher instruction</i>

Our Routines

To **gain the attention of the class**, our staff use a hand clapping routine. Pupils respond by clapping a rhythm and then:

- Stop what they were doing
- Sit or stand up straight and still
- Look at the teacher
- Listen to what is being said
- Maintain attention

Listening

To listen to the adult, we:

- Stop what we are doing
- Sit or stand up straight and still
- Look at the teacher / person speaking
- Maintain attention

We all listen well to ensure everybody is able to learn without distractions.

Contributing

We expect all children to contribute in class. To contribute, children need to:

- Listen to the class teacher or whoever is speaking
- Consider their own responses before sharing
- Put my hand up so that the teacher can see I have something to contribute to the class discussion.
- Share contributions in a clear voice using full sentences.
- Build on what others have said.

Completing Work in Books

- Know that I should always work on the next available page / line, unless told otherwise.
- Know that I should write the date and underline it, with a ruler, at the start of a piece of work.
- Know that I should write the title and underline it, with a ruler, at the start of a piece of work.
- Know that I should always write neatly and clearly, with joined-up handwriting.
- Know that I should always start writing from the margin.
- Know that in maths I should use one digit per box.
- Know that in maths I should always leave one square space between calculations.
- Know that whenever I am drawing lines, I should use a ruler.
- Know that if I make a mistake, I correct it by drawing a straight line through my work.
- Know that if I proof-read my work at the end of each lesson, using a purple polishing pen to make amendments.
- Know that I use a purple polishing pen to edit my work.

General Classroom Expectations

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet at break and lunchtime so as not to interrupt my 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 have a responsibility to ensure that the classroom is kept tidy.
- Know that I should not talk when the teacher is teaching the lesson or another pupil has been asked to talk, as this will stop myself and others from learning.

Transitioning Within a Lesson and at the End of a Lesson

- Know that when my teacher signals for us to stop (by hand-clapping or echo response), I repeat the response and stop what I am doing.
- Know that I stand or sit still and **listen** to my teacher's instructions.
- When told, I follow the instructions given – this may involve tidying my table, being ready for the next lesson, or ready for the end of a lesson.
- Once I have completed the instructions, I sit still and show my teacher I am **ready**.
- I line up quietly at the end of the lesson, when asked by the teacher to do so.

Assemblies or Presentations

- Know that I walk into the hall in my class line and sit down, as instructed by my teacher.
- Know that I sit quietly when I come into the hall.
- Know that I listen carefully during assembly.
- Know that I put my hand up if I have a contribution I wish to make.
- Know that I show appreciation of others' achievements by applauding them, when prompted.

Walking Around School

We walk around school in the following manner:

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Holding onto the banister when walking up and down the stairs
- Walking up and down the stairs – one step at a time
- Standing up straight and without leaning on walls whilst waiting

Arriving at School

- Know that I arrive on time to school
- Know that I walk calmly into my cloakroom and classroom
- Know that I greet staff with a smile and a good morning
- Know that I put my belongings in my locker and bring my reading book, home-school book and water bottle into the classroom
- 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

End of the Day Routine

- Know that I sit ready to collect my belongings at the end of the last lesson.
- Know that when my teacher instructs me to, I collect my belongings from my locker and return to my seat, sitting ready.
- Know that when my teacher instructs me to, I stack my chair on my table and stand behind it.
- Know that when my teacher instructs me to, I line up quietly.
- Know that I do not leave the line outside until I am dismissed by my class teacher.

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 nice for me.
- Know that I should always 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 it is important to share equipment with others in class.
- Know that a calm and polite tone should be used when speaking to others.

Playtime Behaviour

- Know that I must walk from my classroom to the playground.
- Know that I must play **safely**, without hurting anyone.
- Know that I do not 'play fight' because I could 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 straight away.

Lunchtime

- Know that I walk into the hall.
- Know that I collect my food and sit down straight away, at my table.
- 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 when someone gives me food or a drink.
- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I put my hand up and wait until a member of staff indicates I can leave – by nodding their head or raising their hand.
- Know that when I can leave, I need to leave my place tidy - clearing my plate, and putting any waste into the correct bin.
- Know that when a member of staff indicates I can leave, I walk from the dining hall to the playground.