



# South Bank Primary

# Behaviour Curriculum

January 2024

Our vision at South Bank Primary School is to enable all children to become lifelong learners with the skills and mindset to thrive and then take on the world. As a community we work in partnership to create a safe and inclusive environment that nurtures individuality and enhances potential. We encourage an enthusiastic, creative community of learners prepared to continue their intellectual, emotional and physical development and become active members of the wider community and society.

South Bank Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to act as role models and to create relationships with pupils that are based on mutual respect, where both staff and pupils are respected and respectful. Our approach is consistent and fair with pupils' emotions valued and supported at all times. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour to ensure learning is not disrupted.

Achieving the vision:

In order to achieve our vision South Bank Primary Behaviour Curriculum outlines the learning behaviours and routines that we expect students to demonstrate. We believe that by introducing these expectations in our Early Years provision pupils will practice these so that they become automatic routines that positively shape their school life and their future. The expected behaviours will underpin the school values of Compassion, Curiosity, Growth, Individuality, Responsibility and Resilience.

### **Curriculum aims**

- South Bank Primary Behaviour Curriculum creates a positive climate across school in which students achieve more academically and socially, time is reclaimed for better and more learning, staff satisfaction improves, retention is higher, recruitment is less problematic.
- The curriculum supports pupils to uphold the school values, demonstrating these in the life at school and beyond school.

## **Teaching the curriculum**

Children from early years upwards will follow the daily routines and expectations with confidence. Explicit teaching, alongside the National Curriculum, will be delivered as described below so that children learn the content of the curriculum so they are able to recall the information and act accordingly. As with all curriculum content, staff will deliver the content using appropriate activities and resources to ensure inclusivity of all. Pupils will be provided with regular time to practice and demonstrate these skills (particularly at the start of terms/half terms) in different locations and at different times of the day.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching focus	Explicit teaching of behaviour curriculum -values, rules, routines.	Ongoing revision of content as appropriate to class	Longer re-cap of behaviour curriculum	Ongoing revision of content as appropriate to class	Longer re-cap of behaviour curriculum	Ongoing revision of content as appropriate to class
Pledge	Low level disruption	Time to 'settle' and start tasks	Movement around school	Lunchtime behaviour	Book presentation and care of books	Positive praise and feedback

First two weeks – short (20 mins) daily activity to focus on the behaviour curriculum.

First two days of every half term include at least one session to teach/review/engage with the behaviour curriculum. Longer, explicit teaching sessions will be provided at the start of each new term.

Children new to school will have a behaviour induction day on the first day of the new half term. This will involve the explicit teaching of the behaviour curriculum including the values, rules and routines.

## **Adaptations**

Whilst this curriculum is for all pupils appropriate adaptations will be made dependent on pupils ages and SEND needs.

## **Pledges**

Each half term pupils and staff will focus on one behaviour pledge (alongside the ongoing behaviour curriculum focus). This pledge will be discussed daily and a particular focus on improving this skill will be made.

## Consistency

Our approach to behaviour is underpinned by consistency at all levels. Consistency lies in the behaviour of adults and the application of procedure. The key is to develop a consistency that ripples through every interaction on behaviour. Our staff ensure consistency in consequences, in positive reinforcement, in the rituals and routines and in the environment.

Staff communicate their expectations with pupils in every interaction they have with them. This will help create a predictable environment in which pupils know what the consequences of their actions will be. They are positive role models and reinforce good behaviour. Staff communicate using positive language to reinforce expectations (what children should do rather than what they shouldn't).

Expectation for pupils, staff, senior leaders/governors and parents/carers are set out in the school behaviour policy.

## Curriculum Content

Pupils know that there are 6 school **values**. They can name these and give examples. Each class has examples of how they show each of these values and can discuss this when asked.

1. Compassion
2. Curiosity
3. Growth
4. Individuality
5. Responsibility
6. Resilience

Pupils know there are three **behaviour expectations** in school. They can identify these and provide examples as described below.

<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
Show determination	Be respectful to one another	Walk in school

Try your hardest Show determination Work hard Never give up Good days every day	Peaceful Friendly Listen to the teacher Listen to each other No discrimination Look after property Look after each other Polite Be nice Helpful Use kind words Positive to each other Sensible Work in a team Respecting equipment and teachers Telling the truth No racism Kind hands Be honest	Make the 'right' choice Follow instructions Hands to yourself – kind hands Don't leave the classroom Walk around school No weapons or fighting Keep yourself safe Inside voices No climbing trees No throwing things in the classroom Move safely around the corridors No wandering around the classroom
Rules developed in response to pupil voice activity.		

We have adopted **scripts** to ensure children are familiar with the language used by staff and to increase consistency across school. Scripts are used for gaining pupil attention and for lining up/walking through school. Scripts are used by all staff in school with all children (adapted appropriately for age and SEND).

<p style="text-align: center;">Lining up</p> <p>(always in alphabetical order)</p> <p>X class, lining up at the ..... please.</p> <p>One behind the other,</p> <p>Arms by your side,</p> <p>Lips closed.</p>	<p style="text-align: center;">Giving attention</p> <p>X class – give me your attention please.</p> <p>Eyes looking,</p> <p>Ears listening,</p> <p>Lips closed.</p>
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## **Our Routines**

### **Start of the day:**

Know that I arrive on time to school.

Know that I will be greeted at the door by a teacher.

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

Know that I put my things away, enter the classroom calmly, sit down in my seat and start my morning task.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

### **Lunchtime hall behaviour:**

Know that I walk one behind the other, arms by my side and lips closed when walking to the hall.

Know that I stay in the line and use a quiet voice when waiting in the line, holding my cutlery safely in my hand.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall.

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 away my tray, putting any left-over food into the bin.

Know that once I have cleared my plate, I walk calmly and quietly out of the dining hall and into the playground.

### **Transitioning within lessons and between classrooms:**

Know that when the teacher asks for attention, I stop what I am doing and look at the teacher – *eyes looking, ears listening, and lips closed*.

Know that if I am asked to stand up I tuck my chair in and stand behind it.

Know that if I am asked to line up *-one behind the other, arms by my side and lips closed-* I walk to the line calmly and line up in alphabetical order.

Know that when walking down the corridor we walk on the left hand side – *one behind the other, arms by my side and lips closed*.

**At the end of break time and lunchtime:**

Know that I listen for the whistle and stop playing once I hear it.

Know that I safely move to my classroom pod, ready to line up once I have heard the whistle.

Know that once the whistle has gone, break time has finished, and I need to be ready for learning.

Know that I line up – *one behind the other, arms by my side and lips closed* – straight away.

Know that I walk into school with my lips closed and ready to start learning.

Know that I take off and put away my coat, walk to my seat and start my task.

**Break time behaviour:**

Know that I walk out of my classroom to the playground safely, calmly and quietly.

Know that I play safely and do not 'play fight'.

Know that I use kind words towards others.

Know that I must be kind to others, sharing equipment, playing together and being helpful.

Know that I must seek adult support if I have a problem that I cannot solve with my peers.

Know that if I need the toilet, I ask an adult and go quickly and sensibly before returning to the playground.

**End of the day:**

Know that I must follow the adult instructions at the end of the day to get ready for home.

Know that when collecting my things, I must do this quietly and sensibly.

Know that I need to wait quietly and listen for my name to be called for home time.

**Using good manners:**

Know that I need to say please and thank you when asking for or receiving something.

Know I need to say good morning/afternoon to adults in response to them.

Know that a calm and polite voice shows respect.

Know that I should not raise my voice to adults or my peers.

**Classroom expectations:**

Know that I should not leave my seat during a lesson unless I have been asked to do so.

Know that, where possible, I should use the toilet during break times so learning is not disturbed.

Know that I need to focus on the learning that is happening in the classroom.

Know that it is important to ask a question if I do not understand something.

Know that I have a responsibility to ensure others in my class can learn.

Know that I have a responsibility to take care of property and keep the classroom tidy.

Know that I need to listen when the teacher or a peer is talking.

**Work in books:**

Know that I need to take pride in my books and my learning.

Know that I work on the next page unless told to do otherwise.

Know that I need to use DUMTUMS on each piece of work.

Know that I need to write neatly and clearly from the margin.

Know that I need to use a purple pen to make corrections to my work.

This curriculum should be taught in conjunction South Bank Primary Positive Behaviour Policy.