



Baildon Church of England Primary School

Behaviour Curriculum 2023-2024

Vision Statement

We celebrate our place within God's loving family, showing **respect** for ourselves, others and the world around us. We are a safe, **supportive** community of inspired, resilient, life-long learners, with a spirit of curiosity, where every individual is provided with the **opportunity** to flourish and **achieve** in our ever-changing world.

Our Christian ethos, character and values pervade Baildon Church of England Primary School ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting wellbeing and spiritual development at the heart of the curriculum.

Rationale

At Baildon Church of England Primary School we develop children's character through the Behaviour Curriculum. To build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practice these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

Regular, purposeful practise overtime consolidates children's understanding and helps them remember the expected behaviours and conduct. If children practise them explicitly and return regularly to them over time, the behaviours become automatic and frees their working memory up for their learning. When children have learnt routines, their cognitive load will be reduced.

This curriculum sits alongside the school's Behaviour Policy.

Teaching the curriculum

The curriculum is taught explicitly during the first week of the Autumn term alongside the other 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, Baildon's Behaviour Curriculum is revised with children and will continue to be reinforced throughout the year. Teachers and staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these – particularly in the first few days of term. For example, lining up in alphabetical order should be taught in the classroom, but must be reinforced in different locations and many times throughout the school day e.g. at breaktime. It is expected that all pupils will know this content.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups from Nursery 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

The process for teaching behaviours explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and watch the routines constantly

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. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach unimpeded.

Inclusion

While the curriculum is for all pupils, it will be applied differently in different year groups depending on the children's ages and may be applied differently depending on individual children's SEND needs. Sensitivity must always be applied when teaching the curriculum.

Curriculum Content

The content of Baildon's Curriculum is either part of the **Behaviour and Conduct** curricula or **Positive Attitudes for Learning** curricula.

Behaviour and Conduct Curriculum

All expectations of behaviour and conduct are underpinned by being **Supportive**, availing of **Opportunities**, **Achieving** and being **Respectful** for oneself, each other and the world around us and in turn being **Ready** and **Safe**.

Children will learn and know the following examples of each of these expectations:

Being ready	Being respectful	Being safe
<ul style="list-style-type: none">• Prepared for lessons• Sitting ready• Listening carefully to the adult teaching with magnet eyes• Giving the teacher 100% of your attention• Working hard in tasks given• Gathering respectfully for Collective Worship	<ul style="list-style-type: none">• Saying please and thank you• Holding doors open for adults• Talking kindly to other pupils• Saying good morning and afternoon to adults• Addressing adults with their name (Mr Holmes)	<ul style="list-style-type: none">• Respectful walking• Quick and quiet cloakrooms• Lining up safely• Speaking to an adult when feeling unsafe or concerned for another child

Using manners and being respectful

- Know that you should always say 'please' when you are asking for something
- Know that you should always say 'thank you' when you receive something or someone does something kind to you
- Know that you should say 'Good morning/afternoon' to each other when spoken to
- Know that it is polite to give eye contact to the person you are talking to
- Know that it is important to show gratitude to others by thanking people for what they have done for you
- Know that if you respect someone, you have a good opinion of their character or ideas
- Know that being responsible means having a good interior posture so that you can be trusted to do the right things that are expected of you, even if unsupervised

Positive Attitudes to Learning Curriculum

Children who have positive attitudes to their learning are motivated and enjoy their learning. The OFSTED Education Inspection Framework Overview of Research (2019) states, "High expectations and a positive climate

characterised by respectful interactions are two strongly supported elements of educational effectiveness." Baildon's Behaviour Curriculum focuses on providing children with opportunities and structures to develop their character including their perseverance/motivation and independence whilst also developing their collaboration skills and own ability to self-reflect on their own learning to help them keep physically and mentally healthy.

The curriculum also ensures that Baildon prepares its children for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British Values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Following research guidance published by OFSTED (January 2019), Baildon's approach to developing positive attitudes to learning for its children is centred around:

- Modelling desired behaviours at both school and teacher level
- Integrating character development with a strong curriculum rather than a standalone activity
- Developing children's intrinsic motivation through their learning activities across a wide range of subjects
- Shared core values within the school and with parents/carers, and o Building positive relationships with children

Children will learn and know the following examples of each of these expectations-

Children will learn that **'Fantastic Contributing'** is:

- listening carefully to the teacher or whoever is speaking
- considering their own responses before sharing
- putting their hand up when they wish to contribute
- building on what others have said using cool and warm feedback
- contributing whilst using full sentences

Children will learn that **'Good Learning Behaviours'** are centred around:

- Perseverance and Motivation
- Independence and Collaboration
- Self-reflection and being grateful for critiquing/improvements
- Communication

Curriculum content scripts

Prepared for lessons- On my desk I need

- Pencil
- Ruler
- Glue stick
- Purple pen
- Pen (KS2)

Walking through school

- Left hand side
- Single file
- Walk
- Silent

When we come to a door

- In EYFS and KS1, the person at the front of the line holds the door open for the rest of the line behind us
- In KS2, the adult chooses someone to hold the door open for the rest of the line
- We say, "Thank you," as we pass the person holding the door open for us
- If an adult is coming towards us, we stop and invite them through the door first by saying, "After you."

Classroom Expectations

Ready to learn- carpet

- Sit on bottom
- Sit up straight
- Legs crossed
- Silent
- Magnet eyes (track the speaker)
- Hand up to speak- do not interrupt or talk over others
- Hands on lap

Ready to learn- sat on a chair at the table

- Four legs of the chair on the floor
- Feet on the ground or dangling still
- Sit on bottom
- Sit up straight with back against the chair
- Silent
- Magnet eyes (track the speaker)
- Hand up to speak- do not interrupt or talk over others
- Hands on table

Collective Worship entering

- Silent
- Single file
- Sit where the adult asks us to sit

Collective Worship sitting

- Silent
- Legs crossed
- Hands on lap
- Sit up straight
- Magnet eyes (track the speaker)
- Raise our hand to share a response to a question
- When talking to a partner, stop when the adult counts down to 0.

Collective Worship leaving

- Stand up together when asked to do so
- Silent
- Walk
- Single file

Playtime Expectations – Going outside, playing, eating and returning into school

- Know the expectations of '**lining up**'
- Know that we do not 'play fight' because we could hurt someone by accident
- Know that someone who is kind and compassionate behaves in a gentle, caring and helpful way towards other people
- Know that we are kind and compassionate when playing by including people in our games and sharing equipment

Cloakrooms from inside

- Quick and quiet in the cloakrooms
- Find our coat and put it on carefully
- Quickly leave the cloakroom to allow other children into the small space
- If we see a coat has fallen on the floor, we hang it back up

Playground lining up

- Stop when we hear the whistle
- Walk to line
- Line up in alphabetical order in a single file line
- Face the front
- Wait patiently
- Silent
- Wait for an adult's instruction

Cloakrooms from outside

- Quick and quiet in the cloakrooms
- Hang coat up on the peg
- Quickly leave the cloakroom to allow other children into the small space
- Take into class the necessary stationary
- If we see a coat has fallen on the floor, we hang it back up

Dining Room Expectations

Moving and queuing in the dining room

- Walk slowly, carefully and in single file around the dining room
- Take the top tray
- Take cutlery
- In KS1 and KS2, take the nearest cup
- Hold our trays flat with both hands

Eating at a table in the dining room

- Use table voices when talking at the table
- Only talk to people on table sat at
- Remember to say 'please' when asking for something and 'thank you' when we receive something
- Keep our hands above the table
- If we drop any food or rubbish, we carefully pick it back up and put it back in our lunch box or in the bin
- When we have finished eating, we make sure we leave the area tidy and tuck bench in if necessary

Lining up for lunch in the playground

- When the year group whistle sounds, stand still
- When the whistle blows for a second time, walk to line
- Line up in two lines- school dinners and packed lunches
- Face the front
- Wait patiently
- Silent
- Wait for an adult's instruction
- When asked by the adult, if necessary collect lunchbox and put coat on peg in cloakroom
- Quickly leave the cloakroom to allow other children into the small space
- Once everyone is lined up respectfully at the top of the KS1/KS2 steps, the adult will lead line down to the dining room calmly, quietly and sensibly.

Safe and happy playtime

This is how we enjoy our playtimes ensuring everyone is happy and safe

- Know and follow the expectations to 'Line up safely'
- Know that we do not 'play fight' because we could hurt someone by accident
- Know that someone who is kind and compassionate behaves in a caring and helpful way towards other people
- When playing, we are kind and compassionate to each other by including people in our games fairly and by sharing the equipment
- When we have a disagreement with a friend, we try to resolve our differences calmly and respectfully. We know we can ask an adult to help us do this if we need some help
- We use the bathroom respectfully and safely
- If there is a problem in the bathroom, we tell an adult so that they can help
- Know that we do not climb on or through railings or fences.
- When walking around school, we walk quietly and respectfully so that other children still learning are not disturbed

Using the school minibus safely

Before the children go outside to the minibus, the adult organises the line of children so that they are in the order they will be sitting on the bus; those children sitting at the back of the minibus will be at the front of the line.

- Walk respectfully and calmly as we leave the school building
- Listen carefully for an adult's instructions
- Wait at the door to the minibus quietly and wait for an adult's instruction before we embark the minibus
- Sit in our allocated seat
- Wear seatbelt safely by keeping the strap in front of our body and sitting still

Whilst on the journey, we sit quietly and respectfully in our seat. We talk quietly to our friends near to us on the minibus.

When we arrive at our destination, we keep our seat belt clipped in until asked to unclick it by an adult. We remain seated until asked to disembark the minibus by an adult.

When we are on our trip:

- Walk respectfully around, remembering to think about considerately about other members of the public
- Talk quietly to our friends so we are not disturbing other people
- Always remember to use our manners when speak to each other and the people we meet
- If we see that someone who is organising the trip might need some help, we offer to help them
- Eat and drink any food respectfully remembering to always put any rubbish in a bin. If there isn't a bin, we take our rubbish home