




Behaviour Curriculum Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teach	<ul style="list-style-type: none"> Explicit teaching of the full Behaviour Curriculum content (in classes and whole school assemblies) 	<ul style="list-style-type: none"> Ongoing retrieval, review and revision of content (in classes and whole school assemblies) 	<ul style="list-style-type: none"> Longer recap and review of the Behaviour Curriculum (in classes and whole school assemblies) 	<ul style="list-style-type: none"> Ongoing retrieval, review and revision of content (in classes and whole school assemblies) 	<ul style="list-style-type: none"> Longer recap and review of the Behaviour Curriculum (in classes and whole school assemblies) 	<ul style="list-style-type: none"> Ongoing retrieval, review and revision of content (in classes and whole school assemblies)
Approach	<ul style="list-style-type: none"> Explaining the why and context Gradual handover - I Do, We Do, You Do approach Teaching of our Behaviour Curriculum includes lots of opportunities for guided practice and independent practice Our Behaviour Curriculum is delivered in small steps with clear examples (examples and non-examples) and models Scaffolds are provided for routines, transitions for whole classes and individual children, not lowering our expectations but enabling all to succeed Scripts for routines Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check for understanding Ongoing formative assessment to drive instruction of the Behaviour Curriculum Our Behaviour Curriculum provides a high success rate creating a positive culture and supporting children to acquire our seven character habits. 					
Overview	<p>Know that there are three behaviour expectations in school. These are to:</p> <ul style="list-style-type: none"> Be safe. Be ready., Be respectful. <p>Know the following examples of these three principles:</p> <p></p> <p><u>Ready</u></p> <ul style="list-style-type: none"> Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry <p></p> <p><u>Respectful</u></p> <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 Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow teacher instruction <p></p> <p><u>Safe</u></p> <ul style="list-style-type: none"> Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate. 					



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 say 'Good morning/afternoon' to others 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.



Playtime Behaviour

- Know that I must walk from my classroom to the playground using Fantastic Walking.
- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' 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 back to my classroom using Fantastic Walking.



Lunchtime

- Know that I use Fantastic Walking when walking 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 leftover food into the correct bin.
- Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.
- Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.
- Know that I use Fantastic Walking when walking from the dining hall to the playground.



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 learning time as much as possible.
- 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 delivering a lesson or another child has been asked to talk as this will stop myself and others from learning.



Accepting a Consequence

- Know that I should be honest
- Know that I should take responsibility – do not blame others around me
- Know that I should understand the impact my choice had on others and show or say sorry to those I have affected
- Know how to find out how to change my behaviour
- Know not to argue back with the adult
- Know not to get upset or worry



Staff Hand

Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand. When children see this, they stop what they are doing, raise their hand to show you have seen and tap the person next to you on the shoulder if they haven't seen. Finally, children wait until everybody is quiet and listen to what the adult has to say in Fantastic Sitting.



Fantastic Sitting

- Sit up straight: good posture, back against the back of the chair, hands together on the table not touching anything.
- Track the speaker: showing others their ideas matter and they are valued.
- Active listening: encouraging the speaker, nodding, smiling and using ABC when they speak.



Fantastic Walking

Know that we walk around school using Fantastic Walking Know that Fantastic Walking (inside) means -

- Tracking the front of the line, where you are walking towards or the adult
- Standing up straight
- Standing behind the person in-front of you
- Walking in a straight line
- Hands by side
- Without talking
- Attention: looking where you are going, safe distance from others around you and the environment (without leaning on walls whilst waiting)
- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.



1,2 Adult Hand Signals

- 1) Transition - Standing/Sitting (tuck chairs in if seated and stand up if sat down)
- 2) Move to line or table or carpet



Fantastic contributing

- Know that we expect all children to contribute in class.

Fantastic contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Showing A, B, or C (Habits of Discussion) or putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said using A,B, or C.



ABC - Habits of Discussion

- A) Agree
- B) Build
- C) Challenge



Loud and Proud

- Know that what I have to say is important
- Know that it is important others can hear me
- Be proud of what I have to say
- I know to ensure others can hear me
- Know to look up when I speak and project my voice so the person furthest away from me can hear
- Use a strong voice



Toilet Sign, Thumb to Side Child Hand Signals

I know to use hand signals when I need to do one of the following to ensure minimal learning time is disrupted for me and others:

- 1) Toilet
- 2) Drink or a task that doesn't need an adult (e.g. sharpening a pencil, going to the calm corner)



Think, Pair, Share

- Know this time is a vital learning opportunity
- Know the expectation is to discuss our response to the question or to discuss what has been asked
- Know I am responsible for this time and ensuring I listen to my partner
- Take responsibility for this time ensuring my voice and my partner's voice is heard and we understand one another using ABC



Silence is Golden

- Know that independent 'You Do' activities are completed in silence
- Know the importance of silence for myself and others
- Maintain silence for the duration of the independent task
- Know that I must be silent when somebody else is speaking



Greetings

Know that when I greet the teacher when entering the classroom I choose one the school's greetings:

- Hand shake
- High five
- Wave
- Saying 'Good morning/afternoon'
- Hug



Arriving at school at the beginning of the day

- Know that I arrive on time to school.
- Know that I walk calmly to our classrooms.
- Know that I greet staff with a greeting.
- Know that I hang my coat up, put my lunchboxes on the trolley and water bottle and equipment on the table..
- 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.



Transitioning within a lesson and at the end of a lesson

- Know that when the teacher signals (with their whole hand) I should stop what I am doing.
- Know that when the teacher signals (1) I should tuck my chair in if seated and stand up if sat down.
- Know that when the teacher signals (2) I should move to my table/line up.
- Know that when I am lining up, I should be silent.



Engineer Efficiency

Know the process for the following to ensure my willpower is saved for learning and these tasks have minimal load on my working memory:

- Handing out and collecting in books
- Storage of resources and desk tidiness
- Handing out and collecting in resources
- Location and access to date and title
- Walking to and from lessons
- Entering the classroom and knowing where I sit
- Lining up
- Habits of Attention – Fantastic Sitting, Walking and Standing, and hands signals
- Presentation layout - presentation guides in books
- Where to write responses to questions
- What to write with
- Turn and Talk and Class Discussion expectations – Habits of Discussion
- Show Me Boards
- I Say, You Say, My Turn, Your Turn
- Time to complete a task
- Expectations for outcomes - teacher models



End of the day routine

- Know that when my teacher signals 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 (1) I should stand up and tuck my chair in or stand up if on the carpet.
- Know that when the teacher signals (2) I should move to my line space quietly.
- Know that I should wait quietly whilst my class is dismissed.