



The Savile Park Behaviour Curriculum

2023-24



Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Reception 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

Introduction

At Savile Park Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider 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 week in Autumn term alongside the traditional 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 half term, our behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content. All adults will also, always, demonstrate these behaviours.

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.

Curriculum Content

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

Behaviour

Everyone to know and understand our three school rules.

These are to: **Follow instructions. Keep hands, feet and objects to yourself. Use positive language and actions.**

the following examples are intertwined with our three school rules:

Positive language and actions	Be Responsible	Be Safe- follow instructions
Say please and thank you Hold doors open for people Talk kindly 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	Caring for the environment and surroundings Always trying your best Remembering to bring correct PE kit to school (Plain dark shorts/tracksuit trousers Tidying up your own workspace and the classroom Reflecting on behaviour choices	Sitting sensibly in the classroom Walking around school calmly and safely Playing games that do not become too physical Using calm and respectful tones when we communicate Using stairs safely

Our Routines

Staff use an appropriate aged signal to gain attention of the class eg 5, 4, 3, 2, 1, counting down etc.

Sensible and safe movement around school

Know that we walk around school using **Sensible Walking**. Know that means:

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting or touching wall displays
- No jumping up and down stairs
- Keep to the left when walking up and down stairs
- Looking smart in our school uniform around school for example, no jumpers around waists

Know that we use **Sensible Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Paying Attention and Contributing

Know that we all pay attention to ensure everybody is able to learn without distraction.

Know that we expect all children to contribute in class.

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- 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
- I should not be leaving my seat in a lesson unless I am asked by an adult
- Know it is my responsibility to keep my own area tidy

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 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 a calm and polite tone is respectful.

Completing work in books

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work.

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly

Know that I should always start writing from the margin.

Know that, in maths, I should use one digit per box but not letters.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work and not using a rubber

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.

I hang my coat up, put my lunchbox away and water bottle in 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 possible when I have entered the classroom and begin the morning task.

End of the day routine

Know that when my teacher tells my table/group I should collect my things for home and return to the classroom and either sit on the carpet or at my table.

When asked by the teacher I should stand up and tuck my chair in or stand up if on the carpet.

When asked by the teacher I should move to my line space quietly.

I should wait quietly and calmly whilst my class is dismissed.