



MALMESBURY PARK PRIMARY ACADEMY SCHOOL BEHAVIOUR CURRICULUM



	Ethos Values	Kindness	Respect	Resilience
AIMS OF THE BEHAVIOUR CURRICULUM	<p>Successful relationships are underpinned by the positive ethos promoted in our school's culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all.</p> <ul style="list-style-type: none"> We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, tolerance and empathy for others. We aim to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. <p>Through encouraging positive behaviour patterns, we can promote good relationships throughout our community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)</p>			
BEHAVIOUR PRINCIPLES	BE READY	BE RESPECTFUL	BE SAFE	
	<ul style="list-style-type: none"> We arrive at school on time, every time. We get to lessons on time. We wear the correct uniform We have the right clothes for PE and playing outdoors. We make sure we have the right equipment for the day. We take part fully in lessons and show resilience 	<ul style="list-style-type: none"> We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feedback. We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after our environment and never drop litter. We respect the law and the rules of school and society 	<ul style="list-style-type: none"> We follow instructions first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and outside school. We use equipment safely. 	
TEACHING THE BEHAVIOUR CURRICULUM	<p>Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.</p> <ul style="list-style-type: none"> The behaviour 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, 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 the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The process for teaching behaviour explicitly is as follows:</p> <ul style="list-style-type: none"> IDENTIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour </div> <ul style="list-style-type: none"> Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). 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. 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. <p>By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.</p>			

AT MALMESBURY PARK WE WILL...	BUILD POSITIVE RELATIONSHIPS	ESTABLISH OUR EXPECTATIONS	SIGNAL, PAUSE AND INSIST	MAKE USE OF POSITIVE FRAMING
	Through: <ul style="list-style-type: none"> Establishing clear boundaries Being kind Learning names quickly and using them Combining assertiveness with warmth Being the adult at all times 	Through: <ul style="list-style-type: none"> Communicating our expectations Reinforcing our expectations Redirect, correcting or challenging Sustaining our expectations 	Through: <ul style="list-style-type: none"> Having an agreed signal Rehearsing the signal Giving the signal Pausing Insisting 	Through: <ul style="list-style-type: none"> Establishing our expectations Affirming positive responses first Frame correction as positive reinforcement Give the benefit of the doubt Assume confusion over defiance
	REHEARSE ROUTINES	OFFER CHOICES AND CONSEQUENCE	GET LESSONS STARTED PROMPTLY	END LESSONS (THE LAST 10 MINUTES) SMOOTHLY
Through: <ul style="list-style-type: none"> Having clear routines Walking through the routines Teaching the signals Making routines routine Refreshing the routines regularly 	Through: <ul style="list-style-type: none"> Having an agreed whole school set of consequences (Ladder of Consequences) Narrate the consequence Follow up and undertake all consequences given Be fair through being consistent 	Through: <ul style="list-style-type: none"> Establishing arrival and entry routines (children are not to line up outside of the classrooms) Addressing the class with plenty of eye contact, free from other distractions Set the context for the lesson within a sequence Share specific learning goals – explain, model and discuss the learning objective Supervise actively Have periods of silence Make use of seating plans and design the classroom arrangements (rows, L-shapes, horseshoes or table groups) ensure all can see the screen/board and fits the purpose of the learning. 	Through: <ul style="list-style-type: none"> Monitor the time and give a cue to the end of the lesson Check progress against the objectives Connect to the wider sequence of learning Establish packing-up routines – rehearse and redirect the routine Establish, rehearse, refine the leave-class routine. 	

OVERVIEW OF CONTENT:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING STAFF FOCUS	<ul style="list-style-type: none"> Explicit teaching of the full behaviour curriculum content ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules 	<ul style="list-style-type: none"> Explicit teaching of the full behaviour curriculum content ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules 	<ul style="list-style-type: none"> Revision of routines and expectations ETHOS Values Playground rules
JIGSAW	Getting Ready for Learning	Celebrating Difference Anti-Bullying Week	Dreams and Goals Safer Internet Day	Healthy Me	Relationships	Changing Me
SLT FOCUS	<ul style="list-style-type: none"> Lunchtime rules and behaviours 	<ul style="list-style-type: none"> Learning behaviours SLT to identify any areas for development. 	<ul style="list-style-type: none"> Ethos values 	<ul style="list-style-type: none"> Lunchtime rules and behaviours SLT to identify any areas for development. 	<ul style="list-style-type: none"> Learning behaviours 	<ul style="list-style-type: none"> Ethos values SLT to identify any areas for development.


Curriculum Content:

<p>AUTUMN 1</p>	<p>The following will be a whole school focus during the first week:</p>		
<p>1. Arriving at school at the beginning of the day</p> <ul style="list-style-type: none"> • Know that I arrive on time to school. • Know that I walk calmly to my classrooms. • Know that I greet staff with a smile and a 'good morning'. • Know that I put my coat and my lunchboxes in my locker and water bottle in the box. • 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. 	<p>2. Transitioning within a lesson and at the end of a lesson</p> <ul style="list-style-type: none"> • Know that when the teacher signals (1) I should stop what I am doing. • Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down. • Know that when the teacher signals (3) I should move to my table/line up. • Know that when I am lining up, I should be quiet 	<p>3. Using good manners</p> <ul style="list-style-type: none"> • 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. 	
<p>4. Playtime Behaviour</p> <ul style="list-style-type: none"> • Know that I must walk in single file from my classroom to the playground. • 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 in single file back to my classroom. 	<p>5. Lunchtime</p> <ul style="list-style-type: none"> • Know that I walk in single file when moving 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 left-over food into the correct bin. • Know that once I have cleared my plate, I return to my seat and wait. • Know that when I am allowed to leave I walk in single file when moving from the dining hall to the playground 	<p>6. Assemblies</p> <ul style="list-style-type: none"> • Know that I walk to and into the hall in silence. • Know that I remain standing until asked to sit down. • Know that there are photos for me to look at when I enter the hall • Know that I can talk to the person next to me when asked to do so by the adult leading the assembly • Know that the hand signal and count down from five means I have to stop talking to the person next to me • Know that I raise my hand to answer a question • Know that I stand silently when asked by the adults 	
<p>7. Completing work in books</p> <ul style="list-style-type: none"> • 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 or Learning Objective, I must underline it with a ruler. • Know that I should always write neatly and clearly, with joined up handwriting. 	<p>8. End of the day routine</p> <ul style="list-style-type: none"> • Know that when my teacher signals (1) 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 (2) I should stand up and tuck my chair in or stand up if on the carpet. 	<p>9. General classroom expectations</p> <ul style="list-style-type: none"> • Know that I should not leave my seat during a lesson unless I have been asked to do so. • Know that I should use the toilet at break and lunchtime so as not to interrupt 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. 	

	<ul style="list-style-type: none"> • Know that I should always start writing from the margin. • Know that in maths I should use one digit per box/square. • Know that in maths I should always leave a one square space between calculations. • 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. 	<ul style="list-style-type: none"> • Know that when the teacher signals (3) I should move to my line space quietly. • Know that I should wait quietly whilst my class is dismissed 	<ul style="list-style-type: none"> • 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 pupil has been asked to talk as this will stop myself and others from learning
<p>PLAYGROUND RULES:</p> <ul style="list-style-type: none"> • We do not hurt others. • We respect our school environment. • We treat each other with respect. • We look out for and welcome others. • We listen to <u>all</u> adults and follow their instructions. <p>JIGSAW Getting Ready for Learning</p>			
<p>AUTUMN 2</p>	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. • Anti-Bullying week – all to take part in the national theme and undertake key tasks • Anti-Bullying assembly taken by SLT <p>JIGSAW</p> <ul style="list-style-type: none"> • Celebrating Difference 		
<p>SPRING 1</p>	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. • Safer Internet Day – undertake key tasks within classes • Safer Internet Day assembly taken by SLT <p>JIGSAW</p> <ul style="list-style-type: none"> • Dreams and Goals 		
<p>SPRING 2</p>	<ul style="list-style-type: none"> • Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) • Rehearse and reinforce transition expectations within class (Teaching staff) • Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) • Remind children of our values, rules and expectations at all times. <p>JIGSAW</p> <ul style="list-style-type: none"> • Healthy Me 		

SUMMER 1	<ul style="list-style-type: none"> Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) Rehearse and reinforce transition expectations within class (Teaching staff) Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) Remind children of our values, rules and expectations at all times. <p>JIGSAW</p> <ul style="list-style-type: none"> Relationships
SUMMER 2	<ul style="list-style-type: none"> Initial assembly: ETHOS values, school and lunchtime rules (linking to British Values) – all children and all staff (SLT) Rehearse and reinforce transition expectations within class (Teaching staff) Rehearse and reinforce walking within school – correct line order, silence (Teaching staff) Remind children of our values, rules and expectations at all times. <p>JIGSAW</p> <ul style="list-style-type: none"> Changing Me

SEND	<p>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. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded.</p>
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	<p>The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.</p>
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Our curriculum makes full use of the opportunities available to us for real world learning.	Educational Visits (including residential visits)	Enrichment Opportunities (including visitors, memorable experiences)	The Arts	Community work (including charity awareness)	Assemblies
	RSHE	Computing	Extra-Curricular Clubs	Physical Education	Expressive Arts and Design

ALL ADULTS and CHILDREN will be taught and know the following expectations and routines

RESPECTFUL – MANNERS	UNIFORM	ASSEMBLY	MOVING AROUND SCHOOL	DINING HALL
<ul style="list-style-type: none"> • 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 nice for you. • Know that you should let any waiting adults through a doorway before walking through yourself. • Know that you should say ‘Good morning/afternoon’ to adults if 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 being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> • Know that we wear full uniform and it is worn correctly - shirts tucked in etc. • Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and store them appropriately • Know to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> • Know that we enter/exit in silence and we walk into/out of the hall • Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit • Know the sitting space and in which order • Know the expectations for sitting • Know that we sit cross-legged with a straight back and hands still • Know that we face the assembly leader and face forwards with eyes on the speaker • Know that we use silent hands-up to contribute • Know that we use manners when speaking • Know that we participate actively – singing etc. • Know the expectations of an audience and how an audience behaves (e.g. not laughing when a mistake is made, laughing at jokes...) 	<ul style="list-style-type: none"> • Know that we walk around school in silence • Know that we walk in a straight line • Know that we line up in our agreed line order • Know that we are polite and courteous to adults / other children with a greeting • Know that we open doors for others • Know that we pick up litter, coats and resources if on the floor or untidy • Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) • Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor) 	<ul style="list-style-type: none"> • Know that we wash hands before eating • Know that we use a quiet voice and talk to the children opposite or adjacent to them only • Know that we line up – one behind the other, quietly. • Know that when eating, we stay in our seats facing our food • Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) • Know that we chew with our mouths closed • Know that we say please and thank you • Know that we put our hand up for adult attention • Know that we walk in the dining room • Know that if we have eaten a school dinner, we collect own rubbish and put in bin • Know that if we have eaten a packed lunch, we take wrappers home. • Know that we clear away our table space, cutlery, plate, cup and leave tidy. • Know that we ask an adult to leave the dining hall
ATTENDANCE and PUNCTUALITY	READY TO LEARN	MOVING TO THE LINE (IN CLASS)	COMMUNAL AREAS	PRESENTATION IN BOOKS
<ul style="list-style-type: none"> • Know that you must try to attend school every day. • Know that you must try to arrive at school on time every day. • Know that attending school on time every day is important so that you don’t miss important learning 	<ul style="list-style-type: none"> • Know how to follow the stopping strategy: ‘3’ stop what you are doing ‘2’ everything out of your hands ‘1’ eyes on the front/eye contact with adult, with no noise. • Know that we have good sitting posture: Ensure 6 feet are on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) • Know that we keep our workspaces /resources tidy (before/during/after work) • Know to be punctual 	<ul style="list-style-type: none"> • Know that we walk to the line sensibly • Know that we line up in the order displayed in the classroom • Know that we place chair under the table when leaving seat • Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> • Know that we are respectful of the learning environment • Know to take care of displays when lining up • Know to place all litter in a dustbin, do not walk past • Know to walk around school in a quiet, sensible manner • Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> • Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books • Date underlined with ruler and sharpened pencil • Learning objective – miss a line after date • We make corrections in purple pen • We use a ruled line to cross out an error • Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil • Maths books – one digit one square • Question number followed by dot and then one square • Work on left hand side so right side can be used for marking and teacher modelling or further questions • Sketch books – use of words and labels following handwriting expectations, use of rulers, pens and sharpened pencils.
PLAYTIME BEHAVIOUR		LINING UP	BEHAVIOUR OUTSIDE OF SCHOOL	
<ul style="list-style-type: none"> • Know that you must walk from your classroom to the playground • Know that you must play safely without hurting anyone. • Know that we do not ‘play fight’ because we may hurt someone by accident. • Know that you must be kind, by including people in your 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, you must line up in your lining up order quickly 	<ul style="list-style-type: none"> • Know how to be ready for the lesson e.g., had a drink, toilet break etc. • Know that we walk to the line sensibly • Know that we line up in the order displayed in the classroom • Know that we place chair under the table when leaving seat • Know that we walk in a quiet, calm manner around the classroom • Know that we treat equipment appropriately and with respect 	<ul style="list-style-type: none"> • Know that we place our arms by our side • Know that we face forward • Know that we stand with straight backs / good posture • Know that we line up in silent • Know that we walk in single file 	<ul style="list-style-type: none"> • Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. • Know that we should be considerate of other people arriving and leaving school. • Know that being considerate means thinking about other people’s needs, wishes and feelings. • Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. • We know how to stay safe online and use technology sensibly and safely. • We know who to go to for help and support 	<p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>

EMBEDDING THE BEHAVIOUR CURRICULUM

We ensure the culture is reinforced when teaching curriculum subjects through other teaching opportunities:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Behaviour Expectations and Routines	<ul style="list-style-type: none"> Teach Behaviour Curriculum: <ul style="list-style-type: none"> Behaviour expectations Classroom routines and expectations Playtime and lunchtime rules, routines and expected behaviours Ethos Values 	<ul style="list-style-type: none"> Revisit <ul style="list-style-type: none"> ETHOS values Playtime and lunchtime rules Rehearse and reinforce transition expectations within class Rehearse and reinforce walking within school – correct line order, silence 	<ul style="list-style-type: none"> Revisit Behaviour Curriculum: <ul style="list-style-type: none"> Behaviour expectations Classroom routines and expectations Playtime and lunchtime rules, routines and expected behaviours Ethos Values 	<ul style="list-style-type: none"> Revisit <ul style="list-style-type: none"> ETHOS values Playtime and lunchtime rules Rehearse and reinforce transition expectations within class Rehearse and reinforce walking within school – correct line order, silence 	<ul style="list-style-type: none"> Revisit Behaviour Curriculum: <ul style="list-style-type: none"> Behaviour expectations Classroom routines and expectations Playtime and lunchtime rules, routines and expected behaviours Ethos Values 	<ul style="list-style-type: none"> Revisit <ul style="list-style-type: none"> ETHOS values Playtime and lunchtime rules Rehearse and reinforce transition expectations within class Rehearse and reinforce walking within school – correct line order, silence
Assembly Themes	E-Safety, Respect, Support, Keeping Safe <i>International Day of Democracy, International Day of Peace, World Mental Health Day</i>	Respect and Tolerance, Responsibility Anti-Bullying <i>Remembrance, Diwali, Christmas</i>	Respect and tolerance, Democracy, Anti-Bullying, E-Safety <i>Safer Internet Day, Dr Martin Luther King Jnr Day, Rosa Parks, Children’s Mental Health Week</i>	Trust, Individual Liberty, Harmony, <i>St David’s Day, World Book Day, International Women’s Day, Ramadan, Easter</i>	Our World, Rule of Law, Support, Keeping Ourselves Safe <i>St George’s Day, Earth Day</i>	Relationships, Trust, E-Safety, Anti-Bullying, Transition <i>Eid al-Adha, Windrush Day, Mandela Day</i>
SMSC	British Value: Mutual <u>Respect</u> and Tolerance	British Value: Mutual Respect and <u>Tolerance</u>	British Value: Democracy	British Value: Individual Liberty	British Value: Rule of Law	British Value: Mutual Respect and Tolerance
Safeguarding Curriculum	Pants are Private Peer Mediator Training	Anti-Bullying Week	Pants are Private Peer Mediator Training Safer Internet Day		Pants are Private Peer Mediator Training Road Safety Y1-6	
RSHE Curriculum	Being Me In My World	Celebrating Difference Anti-Bullying Week	Dreams and Goals Mental Health Week	Healthy Me	Relationships Y5/6 SRE	Changing Me
PE Curriculum	Swimming & Water Safety – Y4 Bronze Ambassadors		Swimming & Water Safety – Y4		Swimming & Water Safety – Y4	
Computing Curriculum	E-Safety	Cyberbullying	Staying Safe Online (Safer Internet Day)			
Wider Community			International Day	World Book Day		