



St Andrew's Behaviour Curriculum

Introduction

At St Andrews's CE Primary School, we develop children's behaviours and character through:

- Studying Christian Values (see our RE and Collective Worship Policy)
- Social, Moral, Spiritual and Cultural (SMSC) opportunities (see our SMSC Policy)
- Personal, Social and Health Education (PSHE) (see our PSHE Policy)
- Relationships and Sex Education (RSE) (see our RSE Policy)
- Studying our Behaviour Curriculum (this document, which should be read in conjunction with our Behaviour for Learning Policy).

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 are taught, learn and practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Our Behaviour Curriculum defines the expected behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. All adults in school can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours for the sake of themselves and others so that we all might live 'Life In All Its Fullness' (John 10:10).

Teaching the curriculum

The Behaviour Curriculum for each year group is taught explicitly during the first weeks in each term alongside the traditional National Curriculum subjects. Children should learn the content of this curriculum so that they can recall the information and act upon it. The behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year, in a number of different ways. Adults 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. The key principle of this document is the belief and understanding that behaviour is taught and not caught. This means that children should be taught how to behave and follow school expectations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups from Nursery to Year 6	Explicit teaching of the full behaviour curriculum content in class AND Explicit reminder of whole school content through collective worship/ assemblies	Ongoing revision of content in class/on the playground	Explicit reminder of whole school content through collective worship/ assemblies	Ongoing revision of content in class/ on the playground	Explicit reminder of content through collective worship/ assemblies	Ongoing revision of content in class/ on the playground

Adaptations

Adults should ensure that core knowledge is taught progressively so that all pupils know what good behaviour looks like. Some pupils may need additional support to reach the expected standard of behaviour. As stated within our Behaviour for Learning Policy, these children should be identified and offered additional intervention and support. However, as with any curriculum, targets should be developed and build progressively from their starting points. Therefore, individual targets should be developed using this curriculum. While this curriculum is for all pupils it will be applied differently depending on individual children's Special Educational Needs or Disabilities (SEND). Sensitivity must be applied at all times when teaching the curriculum.

Intent

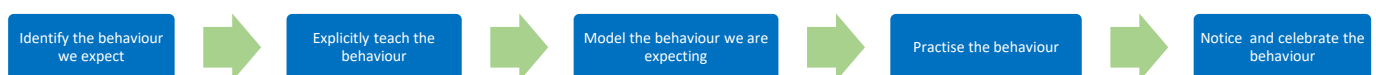
- To create a school culture where children are ready to learn, be respectful and safe, and feel valued
- To create a school environment that is calm and safe
- For all children to know what valued behaviours look like and to understand expectations. At St Andrew's we call these Green Behaviours.
- For children to be self-reflective about their behaviours
- For detrimental behaviours to be responded to promptly and fairly, and for children to be given the opportunity to 'put things right'
- For children to build up ownership over their own behaviour and intrinsically make positive choices in and outside of school

Implementation

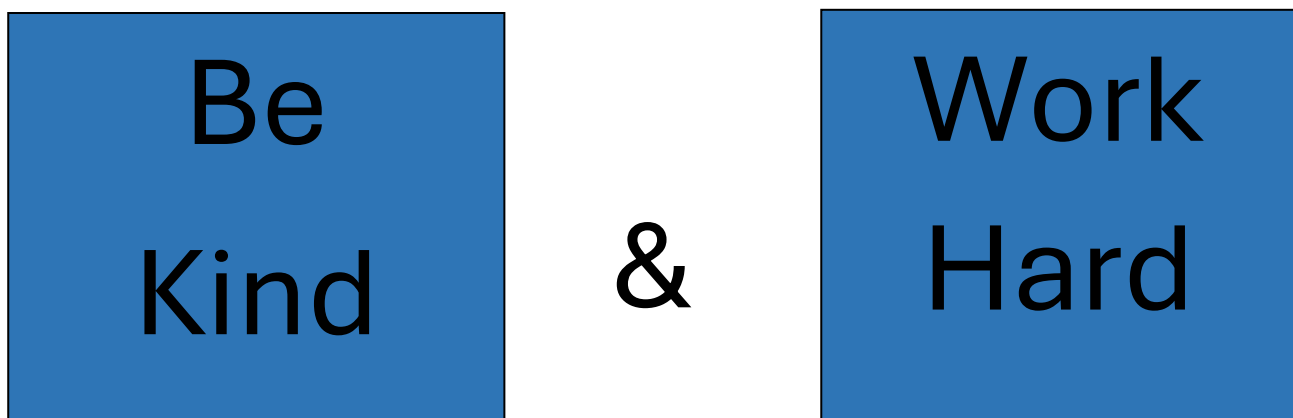
We implement our intended behaviour curriculum in a range of ways:

- Explicit teaching in classes
- Whole school and class values collective worship times and celebration assemblies
- Reinforcement of our Learning Powers
- Personal development opportunities eg buddy systems, Pupil Parliament and class/whole school responsibilities
- Celebration of positive behaviours eg Great to Be Green Displays
- Consistent modelling from staff
- Appropriate consequences and restorative justice for less-detrimental behaviours

The conditions we create at St Andrew's



Our behaviour curriculum focuses on our two Golden Rules:



In collaboration with children, staff and governors, we have agreed that our Golden Rules across school incorporate the following behaviours:

Be Kind	Work Hard
Be honest	Good listening to adults and other children
Respect wisdom and advice	Work collaboratively
Use good manners	Be resourceful
Listen to others	Show resilience
Treat others fairly	Be reflective
Be welcoming	Demonstrate reasoning
Be kind in your words and actions	Retain prior learning
Respect others property and belongings	Show focused behaviours
Help those in need	Develop increasing stamina
Set a good example to others	Be ready to learn
Keep school neat and tidy	Line up quietly and sensibly
Keep yourself and others safe	Give full attention and effort to learning

Valued (Green) behaviours that we promote at St Andrew's through our Golden Rules:

	Be Kind	Work Hard
In the classroom	Respect others' right to learn Use resources appropriately Be honest Listen and expect to be listened to Wait your turn to speak Respect others' opinions, ideas and beliefs Accept consequences Be kind and polite with your words Take turns and share Encourage others Be aware of others' personal space and property Be aware of your body language and facial expressions Be gentle in your actions Clean up after yourself	Complete work at the appropriate time Be prepared for classroom tasks Follow established classroom routines quickly Keep workspaces neat and tidy Sit on the carpet or your chair correctly Use equipment appropriately and safely Walk calmly and thoughtfully around the classroom Tuck your chair in whenever you aren't sitting on it Enter and exit the classroom and cloakroom in a safe and orderly manner Show your readiness to learn Use the appropriate 'classroom' voice.
Moving around school	Walk quietly through the school Hold doors open for others Keep to one side of the corridor so that others can get through Offer for others to go first through doorways	Be in your designated area on time Follow instructions Walk through the school Carry equipment carefully and safely
On the playground	Get equipment out and put it away again at the end of break and lunch Solve problems without arguing Put your rubbish in the bin Invite people to join so that no one feels lonely Speak politely to others Share equipment, resources and areas Ask for help from an adult on duty	Bring a healthy snack for break (KS2) Play fairly, according to the rules you've agreed Wear appropriate footwear and clothing Stay within the areas you know are open Use equipment and tools appropriately and safely Report dangerous situations to an adult immediately
In the toilets	Leave the toilets and sink area clean Respect the privacy of others Let an adult know if toilet roll or soap is running low Use an appropriate volume of voice if talking	Use toilets at appropriate times and only for as long as you need to Use toilets appropriately Use good hygiene in the toilet and wash your hands Only go to the toilet area if you need to use the toilet or sink
In the lunch hall	Line up as soon as your bell rings Walk calmly to and from the hall Put your hand up to ask an adult before eating your dessert	Talk quietly to the people around you Swallow your mouthful before speaking Clear away your area Stack trays neatly Line up sensibly

	Say please and thank you to the kitchen staff Let an adult know if you spill any food or drink Only eat your own food Wash or sanitise your hands	Use cutlery correctly
At after school clubs	Walk sensibly and quietly to your club Encourage others in the club Leave the area neat and tidy	Arrive at your club on time and with the right equipment Wear appropriate clothing Listen to the club leader Follow instructions
Before and after school	Talk respectfully and kindly to others Respect each other's property Ensure you are representing the school appropriately	Arrive to school on time Bring the resources you need for each day Wear the correct school uniform Wait for an adult to dismiss you at the end of the day Stay on school grounds unless you have permission to leave Return to a class teacher if you can't find your adult Only ride bikes and scooters once off the school site Stay off the apparatus Leave the school site promptly

A progression of valued (green) behaviours through our St Andrew's Learning Powers – Collaboration, Resourcefulness, Resilience, Listening/Focus, Remembering, Reasoning and Reflectiveness.

	Foundation	Level 1/2	Level 3/4	Level 5/6
Collaboration	I work as part of a group or class I can take turns or share I respect the personal space of others I will invite friends to play with me	I can work collaboratively in a group I am happy to lead in a group, and be directed by others I am learning how to help other people with their learning	I am happy to take on a specific allocated role in a group I can work with a range of people in group activities I can empathise with others	I can take on a range of roles within a group I can empathise with others on a deep level I can act as an advocate for views and beliefs that may be different to mine
Resourcefulness	I will look after a friend who is hurt I use good table manners such as using cutlery and not talking with my mouth full I can select and use activities and resources independently I recognise when I need help	I use my imagination to create art or games I can choose and use equipment needed for a set task	I engage with the arts (e.g. dance, drama, art, writing, music) I am able to select and choose appropriate resources for a range of tasks	I can come up with innovative ideas I can choose how best to present my learning
Resilience	I am beginning to know what I am good at I am happy to have a go at some new things	I am happy to have a go at something new I can set myself goals that I want to achieve	I choose to try new things that I know will be challenging for me I know what I'm skilled at and when I need help to improve	I embrace mistakes in my work as part of the learning process I keep trying new strategies when I cannot find a solution

	<p>I see each day as a fresh start</p> <p>I approach tasks with a can-do attitude</p>	<p>I have a go at a task before I ask for help</p> <p>I see each day as a fresh start</p> <p>I approach all tasks with a positive attitude</p> <p>I will try, even when something is hard</p> <p>I know what I'm good at and when I might need help</p> <p>I think carefully about what I can do to help myself before I ask for help</p> <p>I keep going when I find something hard, even if others are finding it easy</p>	<p>I have developed a growth mindset, and recognise that there are some things I can't do 'yet'</p> <p>I recognise when I need help and the sort of help that I may need</p> <p>I can cope with constructive feedback and use it to improve</p> <p>I can independently use coping strategies when I am finding something tricky or frustrating</p> <p>I see each day as a fresh start</p> <p>I approach all tasks with a positive attitude</p>	<p>I try challenges independently and know a range of strategies for if I get stuck</p> <p>I can be flexible and adapt when I find something challenging</p> <p>I see each day as a fresh start</p> <p>I approach all tasks with a positive attitude</p> <p>I can manage my own learning effectively</p> <p>I recognise setbacks as a learning opportunity and embrace these</p> <p>I am confident to try new things that I know will take a few tries to become successful in</p>
Listening/Focus	<p>I listen and look when someone is speaking</p> <p>I am calm and still when I listen</p> <p>I respond promptly to one-step instructions</p> <p>I ask questions</p> <p>I can respond to a grown-ups signal</p>	<p>I can listen to other people's point of view</p> <p>I can listen to people without interrupting</p> <p>I consider the views of group members in discussions</p> <p>I respond promptly to two-step instructions</p> <p>I ask questions to clarify understanding</p> <p>I can respond verbally and non verbally in an age appropriate way</p>	<p>I am always prepared to listen to the views of others, even when they disagree with me</p> <p>I know what I am skilled at and can use these skills to help others</p> <p>I ask questions to dig deeper</p> <p>I respond promptly to multi-step instructions</p> <p>Listens to others to further understanding and avoid repetition</p> <p>I can respond verbally and non verbally in an age appropriate way</p>	<p>I can accept feedback from others in a group and use this to improve</p> <p>I can summarise the speakers ideas</p> <p>I acknowledge the speaker using gesture</p> <p>I can respond verbally and non verbally in an age appropriate way</p>
Remembering	<p>I can talk about the things I enjoy at school</p>	<p>I can practise an 'attitude of gratitude' by identifying things I'm grateful for</p> <p>I can talk about the things that have gone 'right' each day</p>	<p>I will get on with a task without any need to be reminded what to do</p> <p>I can identify things I'm grateful for about myself, others and experiences, and precisely explain why</p>	<p>I actively recognise things I'm grateful for and express these without encouragement</p>
Reasoning	<p>I say please and thank you</p>	<p>I feel confident coming up with ideas</p> <p>I can ask 'what if' questions</p>	<p>I can explain my point of view to other people</p> <p>I can respectfully challenge other people's ideas</p>	<p>I can 'think outside the box' when I'm approaching a task</p> <p>I can apply a range of strategies to solve problems</p>
Reflectiveness	<p>I show care for others' feelings</p> <p>I know that people</p>	<p>I understand that it's good to be different and to create things that are</p>	<p>I understand how I can learn from my mistakes</p>	<p>I know that understanding differences of opinion are important in helping us learn</p>

	<p>have different needs and should be treated with respect</p> <p>I apologise when necessary</p>	<p>different from other people</p> <p>I can identify when I'm feeling worried and talk to an adult to help me with these</p>	<p>I respect and celebrate the beliefs and values of others in a group</p> <p>I look at things in a productive and constructive way</p> <p>I compliment others</p>	<p>I am able to assess the quality of my learning and make improvements</p> <p>I understand and appreciate that people's thoughts and opinions can change</p> <p>I show maturity when dealing with disputes</p> <p>I can assess the quality of my learning and make precise refinements to improve it</p>
--	--	--	--	---