

Marlborough Primary Academy School
Behaviour Curriculum
2023 – 2024

Introduction:

At Marlborough 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 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. 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.

We will:

- Build positive relationships
 - Through: Establishing clear boundaries
 - Being kind
 - Learning names quickly and using them
 - Combining assertiveness with warmth
 - Being the adult at all times

- Establish our expectations
 - Through: communicating our expectations
 - Reinforcing our expectations
 - Redirect, correcting or challenging
 - Sustaining our expectations

- Signal, pause and insist
 - Through: Having an agreed signal
 - Rehearsing the signal
 - Giving the signal
 - Pausing

- Insisting
- Make use of positive framing
 - Through: Establishing our expectations
 - Affirming positive responses first
 - Frame correction as positive reinforcement
 - Give the benefit of the doubt
 - Assume confusion over defiance
- Rehearse routines
 - Through: Having clear routines
 - Walking through the routines
 - Teaching the signals
 - Making routines routine
 - Refreshing the routines regularly
- Offer choices and consequence
 - Through: 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
- Get lessons started promptly
 - Through: 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.
- End lessons (the last 10 minutes) smoothly
 - 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.

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.

Overview of Content:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching Staff Focus	Explicit teaching of the full behaviour curriculum content TREAT Values Playground rules School rules	Revision of routines and expectations TREAT Values Playground rules School rules	Revision of routines and expectations TREAT Values Playground rules School rules	Explicit teaching of the full behaviour curriculum content TREAT Values Playground rules School rules	Revision of routines and expectations TREAT Values Playground rules School rules	Revision of routines and expectations TREAT Values Playground rules School rules
	Jigsaw: Getting Ready for Learning	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
		Anti-Bullying Week	Safer Internet Day			
SLT Focus	Lunchtime rules and behaviours	Learning behaviours SLT to identify and areas for development.	Ethos values	Lunchtime rules and behaviours SLT to identify and areas for development.	Learning behaviours	Ethos values SLT to identify and areas for development.

Curriculum Content:

Autumn 1	<p><u>The following will be a whole school focus during the first week:</u></p> <p><u>Arriving at school at the beginning of the day</u></p> <ul style="list-style-type: none"> • Know that I arrive on time to school.
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- Know that I walk calmly to our classrooms.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, put my lunchboxes on the trolley 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.

Transitioning within a lesson and at the end of a lesson

- 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 silent

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.

Playtime Behaviour

- Know that I must walk from my classroom to the playground using Wonderful 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 Wonderful Walking.

Lunchtime

- Know that I use Wonderful 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 left over 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

Assemblies:

- Know that I come into the hall in silence using Wonderful Walking
- 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 ask to do so by the adult leading the assembly
- Know that I raise my hand to answer a question
- Know that I stand silently when asked by the adults
- Know that I leave the hall in silence using Wonderful Walking to go back to class.
- Know that the hand signal and count down from five means I have to stop talking to the person next to me

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, with joined up handwriting.
- Know that I should always start writing from the margin.
- Know that in maths I should use one digit per box.
- 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.
- Know that I have to look after my exercise books and any books I take home.

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 (2) I should stand up and tuck my chair in or stand up if on the carpet.
- 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

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.
- Know that should I need to leave the lesson I will walk sensibly to the toilets and then return quietly to my seat.
- 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 pupil has been asked to talk as this will stop myself and others from learning

Using the Library

- Know that I have to scan my books in and out
- Know that I put the return book into the return box
- Know that books have to be treated with respect
- Know that I must care and look after the book when I take it home – it is my responsibility
- Know that if I find a damaged book I tell an adult
- Know that when I am in the library I sit sensibly to look at the books.

TREAT Values:

Each value has a pictorial representation of an owl. Each value has a different owl. The owls are to be on display in each classroom.



T = Trust

R = Respect

E = Equality

A = Ambition

T = Togetherness

Trust is being sensible and making the right choices

At Marlborough we show trust through....

- Helping others
- Keeping your word – not letting people down

- Being reliable
- Looking after equipment

Respect is treating someone in the way you would want to be treated

At Marlborough we show respect through....

- Valuing the opinions of others
- Looking and listening to someone when they talk to you
- Having good manners – saying please and thank you
- Showing empathy ‘I know how you feel’

Equality is treating everyone the same

At Marlborough we show equality through....

- Being fair in all we do
- Celebrating differences
- Thinking of others
- Listening to people
- Knowing that some people have different needs.

Ambition is...is trying our best and never giving up

At Marlborough we show ambition through....

- Working hard
- Persevering and being determined in all we do
- Telling ourselves that we can do it
- Achieving our goals
- Wanting to improve.

Togetherness is...is working together to achieve a shared goal

At Marlborough we show togetherness through....

- Being kind to one another
- Listening to each other
- Being a good team member so we collaborate
- Thinking about each other
- Considering the feelings of others.

School Rules:

	<ul style="list-style-type: none"> • Be polite and well-mannered to everyone. • Do as you are asked by the adults in school. • Look after each other and our school – be kind and thoughtful. • Walk calmly around school. • Keep your hands and feet and other objects to yourself. <p>Playground Rules:</p> <ul style="list-style-type: none"> • Do as you are asked by an adult. • Keep your hands, feet and other objects to yourself • Line up quietly and sensibly as soon as the whistle is blown. • Look after school equipment. • Look after each other and our school – be kind and thoughtful. <ul style="list-style-type: none"> • Jigsaw: Getting Ready for Learning
Autumn 2	<ul style="list-style-type: none"> • Initial assembly: TREAT 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 <ul style="list-style-type: none"> • Jigsaw: Celebrating Difference
Spring 1	<ul style="list-style-type: none"> • Initial assembly: TREAT 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 <ul style="list-style-type: none"> • Jigsaw: Dreams and Goals
Spring 2	<ul style="list-style-type: none"> • Initial assembly: TREAT 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.

	<ul style="list-style-type: none"> • Jigsaw: Healthy Me
Summer 1	<ul style="list-style-type: none"> • Initial assembly: TREAT 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. • Jigsaw: Relationships
Summer 2	<ul style="list-style-type: none"> • Initial assembly: TREAT 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. • Jigsaw: Changing Me