



Summerville's Behaviour Curriculum

Introduction

At Summerville, we believe that expected behaviours should be both modelled and taught, just like any curriculum subject. The staff in our school aim to build strong relationships with other staff and pupils through consistently modelling respect, kindness and good manners, and our behaviour curriculum works alongside this to support children in becoming respectful, polite, considerate members of the school community who are grateful and positive towards others. Our behaviour curriculum uses positive language, rather than a list of prohibited behaviours. Teachers encourage children to be self-reflective of their own behaviours and make positive changes when necessary.

Teaching the curriculum

As mentioned in the introduction, staff consistently model the expected behaviours at all times and throughout the school year. Alongside this, our behaviour curriculum is taught explicitly in the first weeks of the autumn term, alongside the National Curriculum subjects, with revision of the content throughout the year. At the beginning of the spring and summer terms, the content will be revisited in more depth. The curriculum will also be taught weekly through our values, OPAL and celebration assemblies.

Adaptations

Teaching is progressive and age-or stage-appropriate, so that all children know what expected behaviour looks like. Some children may need additional support based on their individual need to reach the expected standard of behaviour. The leadership team meet weekly to review behaviour and identify which children may need intervention and/or additional support.

Intent

- To create a school culture where staff and children feel valued
- To create a school culture where staff and children are ready to learn, respectful and safe
- To create a school environment that is calm and safe
- For all children to know what positive behaviour looks like and to understand expectations
- 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'

Implementation

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

- Explicit teaching in classes
- Values, OPAL and celebration assemblies
- Reinforcement of our Learning Powers
- Personal development opportunities and responsibilities
- Celebration of positive behaviours
- Consistent modelling from staff
- Appropriate consequences and restorative justice for detrimental behaviours



Our behaviour curriculum focuses on our three key expectations:

- Ready
- Respectful
- Safe



They incorporate the following behaviours:

Ready	Respectful	Safe
▪ Sitting quietly in an appropriate space ▪ Having equipment or resources ready ▪ Listening to others ▪ Following instructions ▪ Wearing appropriate uniform ▪ Completing work at the appropriate time ▪ Lining up quietly ▪ Moving around the school quietly	▪ Being honest ▪ Saying please and thank you ▪ Being kind with your words and actions ▪ Listening to others ▪ Following instructions ▪ Helping others ▪ Holding doors open for others ▪ Thinking of others when moving around the school ▪ Asking polite questions ▪ Taking care of property and resources ▪ Keeping the school presentable ▪ Welcoming visitors politely ▪ Respecting others' identities and beliefs	▪ Being gentle with your actions and words ▪ Walking inside the school ▪ Walking along pathways ▪ Remaining in the areas you should be in ▪ Telling an adult if you need to leave the classroom ▪ Using equipment and tools appropriately and safely

Expected behaviours that we promote and teach at Summercroft

We explicitly teach our behaviour curriculum in a range of ways, and this will be modelled by staff at all times. Many behaviours will be explicitly taught by staff in the beginning weeks of each term, and will be initially taught or followed up by further teaching in assemblies and curriculum lessons.

Key

Taught explicitly through classroom practice

Taught through assemblies

Taught through SCARF/RE

Taught through our Oracy Framework

	School-wide	Classrooms	Lunchtime - eating	Lunch and break time -outside	Transitions	Toilets	Before and after school	Extra-curricular
Ready	- Follow instructions - Stay in designated areas - Use resources appropriately	- Complete work at the appropriate time - Be prepared for classroom tasks - Follow established classroom routines quickly - Keep work spaces neat and tidy - Use classroom resources appropriately	- Line up as soon as your bell rings - Collect your cutlery and your meal promptly - Put your hand up to ask an adult before eating your dessert - Finish as much of your food as you can before leaving	- Get equipment out and put it away again at the end of lunch - Solve problems without arguing - Bring a healthy snack for break (KS2) - Line up as soon as your bell rings	- Be in your designated area on time - Follow instructions	- Use toilets at appropriate times and only for as long as you need to - Use toilets 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	- Arrive at your club or lesson on time and with the right equipment - Wear appropriate clothing
Respectful	- Be honest - Listen and expect to be listened to - Accept consequences - Be kind with your words - Take turns and share - Encourage others - Be aware of others' personal space and property - Listen to others speaking - Be aware of your body language and facial expressions - Respect others' opinions, ideas and beliefs	- Listen to others - Wait your turn to speak - Look after classroom resources - Respect others' rights to learn	- Line up quietly in the lunch hall - Talk quietly to the people around you - Swallow your mouthful before speaking - Say please and thank you to the kitchen staff - Clear away your area - Dispose of rubbish and food waste in the appropriate bin - Stack trays correctly	- Put your rubbish in the bin - Play fairly, according to the rules you've agreed - Invite people to join so that no one feels lonely - Speak politely to others - Share equipment, resources and areas	- 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	- 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	- Talk respectfully and kindly to others - Respect each other's property - Greet and say goodbye to others e.g. adults and classmates - Ask polite conversational questions i.e. 'How are you?' - Ensure you are representing the school appropriately - Take hats and hoods off when you enter the building - Wait quietly and calmly outside of the classroom	- Walk sensibly and quietly to your club or lesson - Listen to the adult in charge - Follow instructions - Encourage others in the activity - Leave the area presentable

Safe	▪ Be gentle in your actions ▪ Pack equipment away safely ▪ Clean up after yourself ▪ Use school equipment safely ▪ Be aware of others around you	▪ Sit on your chair correctly ▪ Use equipment appropriately and safely ▪ Walk 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	▪ Wash or sanitise your hands ▪ Let an adult know if you spill any food or drink ▪ Only eat and touch your own food	▪ Wear appropriate footwear and clothing ▪ Stay to the areas you know are open ▪ Use equipment and tools appropriately and safely ▪ Put broken equipment in the Broken Bin ▪ Report dangerous situations to an adult immediately	▪ Walk through the school ▪ Carry equipment carefully and safely	▪ 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	▪ 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 ▪ Phones only brought into school with permission and turned off at the school gate ▪ Arrive on school grounds no earlier than 8:35am	▪ Stay off of school equipment that is not part of the club or activity ▪ Stay at the club or activity until you have permission to leave
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Progression of Valued Behaviours

	Foundation	Level 1/2	Level 3/4	Level 5/6
Empathy and Acceptance	- I show care for others' feelings - I show care for all living things - I know that people have different needs and should be treated with respect	- I can explain why someone might be feeling happy or sad - I can suggest a way forward when I have fallen out with someone - I can listen to others who have different views or beliefs to me - I recognise that some people might need extra help with some things	- I respect and celebrate the beliefs and values of others in a group - I accept that people may have a different opinion to mine - I appreciate that different people react in different ways to certain situations	- I can act as an advocate for views and beliefs that may be different to mine - I understand differences of opinion and respond positively - I show maturity when dealing with disputes - I am able to discuss issues to reach an agreement that enables a group to move on
Kindness	- I will look after a friend who is hurt - I will invite friends to play with me - I know how to share and take turns - I use kind words when talking to others	- I will invite someone who is on their own to play with me - I will help clean up messes that I didn't make	- I will look after another child who is hurt, even if I don't know them - I think about the consequences of my words and actions and adapt these to ensure I don't hurt others' feelings	- I can identify situations that can be resolved without adult help and help my friends to do so - I use respectful words to stand up for people if someone isn't being kind - I am an ally for people with protected characteristics - I show kindness in the local community
Manners and respect	- I say please and thank you - I listen when someone is speaking - I apologise when necessary - I respect the personal space of others - I use good table manners such as using cutlery and not talking with my mouth full	- I smile or give polite greetings to people I know - I say excuse me if someone is in my way or I need to speak to someone who is busy - I ask for permission before using someone else's things - I offer to help people when appropriate - I know I should knock on a door and wait to be invited in	- I hold open doors for others - I offer to let someone through a door first - I smile or give polite greetings to other members of the school community - I complete tasks without grumbling	- I ask polite conversational questions e.g. How are you? - I introduce myself to visitors of the school
Self-awareness	I am beginning to know what I am good at	- I know what I'm good at and when I might need help - I can identify my character strengths - I can tell when something is likely to upset me - I listen to feedback from others	- I know what I'm skilled at and when I need help to improve - I am able to evaluate the quality of my work - I recognise that others' strengths can complement mine - I recognise that I may be better at some things, and others may be better at others - I know situations that are likely to make me angry or upset	- I can assess the quality of my learning and make precise refinements to improve it - I can act on feedback from myself and others - I can manage my emotions when others earn or are given opportunities that I haven't - I know situations that are likely to make me angry or upset, and avoid these where possible

Progression of Behaviour for Learning through our Learning Powers

	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Challenge	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 understand how I can learn from my mistakes	- I embrace mistakes in my work as part of the learning process - I keep trying new strategies when I cannot find a solution	I can apply a range of strategies to solve problems
Communication	- I work as part of a group or class - I can take turns or share - I can ask and answer questions - I can work with my learning partner	- I can listen to other people's point of view - I can work collaboratively in a group - I can listen to people without interrupting	- I am happy to lead in a group, and be directed by others - I consider the views of group members in discussions - I am learning how to help other people with their learning - I can begin to pass messages between home and school	- I am happy to take on a specific allocated role in a group - I can explain my point of view to other people - I am always prepared to listen to the views of others, even when they disagree with me - I can work with a range of people in group activities	- I can respectfully challenge other people's ideas - I respect and celebrate the beliefs and values of others in a group - I can empathise with others - I can cope with constructive feedback and use it to improve	- I can take on a range of roles within a group - I can accept feedback from others in a group and use this to improve - I know that understanding differences of opinion are important in helping us learn	- I understand and appreciate that people's thoughts and opinions can change - 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 - I show maturity when dealing with disputes
Creativity	I engage with the arts (e.g. dance, drama, art, writing, music)						
	- I play in lots of different areas during independent time - I engage in imaginative play	- I feel confident coming up with ideas - I use my imagination to create art or games	- I understand that it's good to be different and to create things that are different from other people - I can ask 'what if' questions	I can appreciate other people's different expressions of creative work	I can ask 'what if' questions to enhance my learning	I can 'think outside the box' when I'm approaching a task	- I can come up with innovative ideas - I can choose how best to present my learning
Independence	- I can select and use activities and resources independently - I am beginning to know what I am good at - I can put my shoes and coat on independently - I can use the toilet independently	- I have a go at a task before I ask for help - I can choose and use equipment needed for a set task - I can get changed for PE independently	- I know what I'm good at and when I might need help - I think carefully about what I can do to help myself before I ask for help - I can take responsibility for organising myself and my resources - I can stick in my work	- I will get on with a task without any need to be reminded what to do - I know what I'm skilled at and when I need help to improve - I can put on my tie independently	- I am able to select and choose appropriate resources for a range of tasks - I know what I am skilled at and can use these skills to help others - I can tie my laces independently	- I try challenges independently and know a range of strategies for if I get stuck - I am able to assess the quality of my learning and make improvements	- I can assess the quality of my learning and make precise refinements to improve it - I can manage my own learning effectively

Positivity	- I see each day as a fresh start - I approach all tasks with a positive attitude						
	I can talk about the things I enjoy at school	I can practise an attitude of gratitude by identifying things I'm grateful for	- I can talk about the things that have gone 'right' each day - I can identify when I'm feeling worried and talk to an adult to help me with these	I can identify things I'm grateful for about myself, others and experiences, and precisely explain why	- I look at things in a productive and constructive way - I compliment others	I actively recognise things I'm grateful for and express these without encouragement	I recognise setbacks as a learning opportunity and embrace these
Resilience	I am developing by practising skills until they come naturally to me						
	- I approach tasks with a can-do attitude - I recognise when I need help - I will try my best	I will try, even when something is hard	I keep going when I find something hard, even if others are finding it easy	- I recognise that there are some things I can't do 'yet' - I recognise when I need help and the sort of help that I may need	I can independently use coping strategies when I am finding something tricky or frustrating	I can be flexible and adapt when I find something challenging	I am confident to try new things that I know will take a few tries to become successful in