

The following document outlines our behaviour curriculum. All focus areas are to be developed across the year but there will be a focus area each half term. This outline might need adapting depending on the particular class. Pupils will be supported at whole class, group and individual level to understand the expectations within the behaviour curriculum. We expect to refine the curriculum across the academic year.

Autumn half term 1 Whole Behaviour Curriculum Focus Areas Communal areas / movement Unstructured (playtime / lunchtime) - outdoors	Autumn half term 2 Whole Behaviour Curriculum Focus Areas Unstructured (playtime / lunchtime) - indoors	Spring half term 1 Whole Behaviour Curriculum Focus Areas Pride in presentation Learning / challenge / curiosity
Spring half term 2 Whole Behaviour Curriculum Focus Areas Emotional Literacy check in and focus (vocabulary)	Summer half term 1 Whole Behaviour Curriculum Focus Areas Developing independence	Summer half term 2 Whole Behaviour Curriculum Focus Areas Transition and change

Behaviour Curriculum - quicklinks

Gaining Attention	Walking	Listening	Transitioning
Arriving at school	Start of a lesson	Speaking in full sentences	Contributing
Using good manners	Playtime behaviours	Lunchtime behaviours	Completing work in books
End of the day	General Classrooms expectations	Offsite behaviour	

Gaining Attention (supporting everyone to keep safe)

Our staff use a **signaller** to gain the attention of the class. When pupils hear this, they should respond by stopping what they're doing, and showing attention. This should be done in silence. Teachers will use these strategies to ensure that all pupils are silent and paying attention.

Class strategies at Great Abington:

Class 1	Class 2	Class 3	Class 4	Class 5
Shake of class tambourine and hands in the air during Continuous Provision. 'Hands on head, shoulders, in the air, in your hair, arms crossed' on the carpet.	Hand clapping in a pattern and children repeat back. Signifies stop, and look at the adult. On the carpet: 'Show me the five good listening skills' (using symbols displayed next to IWB) 'Eyes on me, ears listening, lips quiet, hands still and brainboxes on.'	Bell - everyone stop, put down things, look at the teacher or the lead adult. Hand clapping - children repeat back. Signifies stop, and look at the adult.	Bell - everyone stop, put down things, look at the teacher or the lead adult. Hand clapping - children repeat back. Signifies stop, and look at the adult.	Bell - everyone stop and cross their arms giving teacher eye-contact

Walking (back to [quicklinks](#))

Know that we walk around school to keep safe and cooperate with our pupils and staff

Know that this means:

- Facing forward
- Ensuring that you have space in front and behind you
- Walking in a straight line
- Hands by your side (not in your pockets)
- Without talking
- Without leaning on walls whilst waiting

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

Listening (back to [quicklinks](#))

Know that we listen in class and that we can use **STAR** to help us:

S - Sitting or standing up straight

T - Tracking the teacher or other staff member / pupil if they are talking

A - Attention at all times

R - Respect towards others

- Know that we all listen to ensure everybody is able to learn without distractions.
- Know that pupils who do not follow the agreed school expectations will have a consequence.

Transitioning within a lesson and at the end of a lesson (back to [quicklinks](#))

- Know that when the teacher signals, I should stop what I am doing.
- Know that when the teacher signals, I should tuck my chair in if seated and stand up if sat down.
- Know that when the teacher signals, I should move to my table/line up.
- Know that when I am lining up, I should be quiet.

Arriving at school at the beginning of the day (back to [quicklinks](#))

- Know that I arrive on time to school by supporting the adults that help me get 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 hang my coat up, put my lunchbox 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.

Start of a lesson (back to [quicklinks](#))

- Know that when a teacher is talking, I show respect by listening
- Know that I must go straight to my seat or spot when I enter the classroom
- Know that I must use any examples shown as a model of what my work should look like
- Know that I stick in my learning as modelled by the teachers example
- Know that once I have met the expectation, I wait silently to show my teacher I am ready to learn

Speaking in full sentences (back to [quicklinks](#))

- Know that I should be talking in full sentences
- Know that by talking in full sentences will help me to articulate my ideas clearly and concisely
- Know that speaking in full sentences will develop my oracy skills as well as my reading and writing skills
- Know that I can use the stem sentence starters to support me to speak in full sentences
- Know that when the teacher models talking in a full sentence (I do), that I repeat back the sentence (you do)

Contributing (back to [quicklinks](#))

- Know that we expect all children to contribute in class. Contributing means:
- 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 where possible
- Building on what others have said
- Ensure that my contributions are appropriate

Using good manners (back to [quicklinks](#))

- 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 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 (back to [quicklinks](#))

- Know that I must walk from my classroom to the playground.
- Know that I need to put on a coat or appropriate clothing if asked.
- Know that I must play safely without hurting anyone, keeping my hands and feet to myself.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must be **kind and fair**, 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 the whistle blows, I stand still / come down from any equipment.
- Know that, when called, I must walk to my line and line up as soon as possible.
- Know that I must walk back to my classroom or the learning area.

Lunchtime (back to [quicklinks](#))

- Know that I walk to the hall and ensure my hands are washed.
- 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 cleared my plate, I put my hand up and wait until a member of staff communicates to me that I can leave.
- Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin. Packed lunch children take all left over food and wrappers home.
- Know that I walk from the hall to the playground.

Completing work in books (back to [quicklinks](#))

- 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 clear (KS1) or joined up (KS2) 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.

End of the day routine (back to [quicklinks](#))

- 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 I should stand up and tuck my chair in or stand up if on the carpet.
- Know that when the teacher signals I should move to my line space quietly.
- Know that I should wait quietly whilst my class is dismissed.
- Know that if I attend a club or GAPS, I will wait until my teacher dismisses me.

General classroom expectations (back to [quicklinks](#)) - we know there will be adaptations and accommodations to support all learners

- Know that I should not be leaving my seat during a lesson unless I have asked to do so or the activity requires movement.
- Know that I should be using 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 or others from learning.
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I should look after all equipment with respect.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- Know that I should not talk when the teacher / teaching assistant is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.