



Behaviour Curriculum

‘Respect, Resilience, Responsibility’

Our behaviour curriculum aims	We aim to create a culture of outstanding behaviour that weaves throughout everything we do: learning, communicating, socialising and being part of a wider community. We expect to see our three ‘Rs’, (Respect, Responsibility, Resilience) not only throughout the school day but in the behaviour of our community as part of being accountable citizens in a diverse environment. We expect our learners to show kindness above all else; promoting positive relationships, self-awareness and building connections to the world as active learners who can perceive themselves and others confidently. We aim to teach the idea of actions and consequences to help learners to take control of their behaviour and understand how their decisions can positively influence the outcome of varying situations in life, with the intention that the behaviours mentioned in this curriculum become habits that shape the learners we send out into the world when they leave The Grove at Year 6.	
Teaching the curriculum	• Behaviour is modelled continually by all members in staff across the school • Expected behaviour is explicitly taught at the start of each school term and regularly refreshed to ensure all pupils understand the expectations of them. • The learning behaviour and expectations are set out clearly for learning and routines so that we have a shared and consistent language of expectations across school. • The school’s behaviour code is displayed in every classroom and in key spaces across the school to support children with managing expectations • British Values, SMSC and emotional regulation all weave through our behaviour curriculum, PSHE and wider curriculum to support children with understanding and modelling correct behaviours	We teach behaviour explicitly as:
		IDENTIFYING the behaviour we expect TEACHING these behaviours MODELLING from all PRACTISE exceptional behaviour NOTICE and reward excellent behaviour CREATE conditions for optimal behaviour
		It is important that all members of staff are aware of this curriculum and teach it explicitly. All members of staff should model the behaviours we wish to see to maintain the high standards we set and all members of staff are able to reward children for excellent examples of behaviour. By following this, we support each other to create a culture where pupils feel safe, supported and able to learn in an optimised environment.

Our curriculum includes planned educational experiences which make use of real life learning to relate behaviours to the wider world.	Off-site educational visits	Year 6 residential	Visitors	Memorable experience days	Extra-curricular clubs
	PSHE	RSE	Assemblies	Computing	Music
	Community Work, including charity awareness	Physical Education	Religious building visits	Sports teams	Art Projects
	Gardening	Celebration days	Transition	Year group plays	Competitions

Responsibility: Being Ready to Start the Day	Respect	Resilience
• We come to school every day and understand it is important for our learning • We arrive to the school playground on time • We wear the correct uniform and appropriate PE uniform on PE days • We do not play with balls/play equipment in the playground before the school day • We walk into our classroom quietly and ready to start our day between 8:40 and 8:50am • We get out our items required straight away to start the day and begin any activity provided by the teacher. • We are quiet for the register • We respond our name for the register as 'Good morning/Good afternoon' or any set response asked for by the teacher that day	• We look at, and listen to people when they are speaking to us • We do not interrupt adults or children whilst they are speaking • We follow instructions every time • We walk sensibly around the school • We take part fully in lessons • We look after equipment and use it sensibly • We are polite and show good manners to everyone • We respect the law and rules of society • We look after our environment and never drop litter or destroy plants • We celebrate difference and respect diversity	• We use 'Three Before Me' to develop independence in our learning • We have a go and then ask for support if we need it • We use our learning partner to discuss ideas and hear their thoughts • We understand that our actions have consequences and learn from these, being mindful that we should return positively from negative consequences • We know who to go to for support depending on the situation/scenario • We do not tolerate bullying of any kind • We apply resilience when we are finding things hard

	Our pupils will be taught and expected to know the following expectations and routines:	Staff can support this by:
Uniform	- Uniform should be consistent with the schools uniform policy - Hair that is able to be tied up, needs to be tied up for safety purposes. Hair claws, clips, bows and other accessories are not appropriate. - Jumpers and coats should not be tied around your waist. - Shoes should be black school shoes or plain black trainers. Designer trainers are not appropriate for school. - Dress appropriately for the weather – coats are needed in winter and hats are needed in summer. - Outdoor clothing must be removed when entering the classroom and is placed on your peg/in your locker - In Winter, spare shoes may be required for muddy outdoor sport which will be changed before entering the classroom - Skins should not be seen underneath uniform unless it is a PE day - A small pair of red, white or black sunglasses are allowed for the playground for sunny days but the child is responsible for their preservation. They must be removed when entering the classroom. - Watches are allowed, however smart watches cannot have a connection to the internet or a phone or they will be required to be handed into the teacher as per the mobile phone policy. - No makeup, jewellery or lip gloss should be worn by pupils	- Ensure uniform is correct at all times - Be understanding yet fair - Encourage dialogue with parents if there is a concern around uniform and help support any barriers to procuring correct uniform - Provide 'spare' uniform from the office where required - Make uniform checking routine - Dress appropriately as per the staff handbook
Moving around the school and lining up	- We move around the school when we have the permission to do so - We walk, not run - If we are with a group or our class, we move in a single file line - When asked to line up, do so quickly and calmly - Our single file line should be silent and keep up with the person in front of us - If there is a lining up order, stay in this order and do not change it - We move quietly - On stairs and in the corridor, we walk on the left - At stairs, we take each stair one at a time. We do not jump down them. - Take a sensible route around the school. Avoid walking through classrooms where possible. - When entering a different classroom, wait until you have been acknowledged by an adult before speaking. - We acknowledge our manners by holding doors and giving a 'Thank You' when a door is held for us - If we see an item out of place, pick it up and return it or if it is rubbish in the bin/recycling	- Remind class regularly - Establish a class lining up order to support consistency - Stop class and recap expectations whenever required - Praise and reward - Model courtesy by waiting/holding open the doors for other members of staff moving around the school - Model picking up out of place items and reward children that are seen to do so

Assembly	• Enter and exit assembly calmly and silently • Uniform should be as you would wear it in the classroom. • Stay in your assembly order • Maintain silence throughout assembly unless asked a question • Silently put your hand up and wait to be called upon to contribute. Only put your hand up in times where the adult has asked a question or asked for information. • All children should participate actively, including in singing • Sit in your line in the area directed by an adult • Sit crossed legged with your hands still and make sure you have enough space to sit down • Sit facing the front/wherever the adult will be presenting from, ready to show active listening • The steps should not be sat on. Late arrivals must join a row. • Clap when appropriate for celebration assemblies. No booing or negative noises. • Year 6 will have a bench rota. The class that has shown excellent respect, resilience and responsibility that week will be able to use the benches on a Friday. • To sit on a bench, you must silently face forward, sit with your knees together and feet flat on the floor. If you cannot sit on a bench appropriately, you will be asked to sit on the floor. • Year 6 to get out enough chairs for adults to sit on for celebration assemblies. • When walking to and back from assembly, children can hold the doors for their class/classes returning as nominated by their teacher but only one child is required to hold each door	• Remind children consistently of expectations • Have an assembly order for lining up • Check uniform on entry to assembly • Leader of assembly will acknowledge all exceptional behaviour • Lead children to where they are required to sit and check they have enough space • Actively engage in assembly. If a singing assembly, sing. If a celebration assembly, clap at the appropriate times. • Do not speak to other adults during assemblies unless absolutely necessary. • Keep the steps clear by not sitting on them. • Show late-comer's where to sit. • Nominate children to hold doors
The Classroom	• Sit in your chair unless you have asked to leave your seat • Sit with your feet and chair legs flat on the floor • Do not wander around the classroom • Ensure you demonstrate active listening and participate in every lesson • Complete tasks given to you using the time you are given • Ensure you are prepared for the day by looking at the classroom timetable and get the equipment you need out at the start of the day • Water bottles live in the box by the sink and you must ask permission to have a quick drink • On hot weather days, water bottles can be by your chair on the floor but you must have the permission of your teacher • Return any items you borrow from an adult or peer • If an item falls to the floor, pick it up. If you notice an item on the floor that isn't yours, pick it up anyway. • Take care of displays and classroom items. Do not break or damage these. • Do not draw on or cut the table • Have pencil case items out of the way so you are not tempted to fiddle with them • Use the recycling bin for all paper and cardboard • Know you are ready for a lesson by going to the toilet and having a drink at break and lunchtimes • If you need to go to the cloakroom/lockers, get what you need quickly and then return to your seat. You do not go in anyone else's bag/coat without permission.	• Establish clear classroom routines at the start of the year and remind children of these • Monitor cloakrooms, toilets and water bottle areas • Support children with active listening • Be clear with expectations for work completion • Ensure spare resources are easy to access • Support with keeping the workspace tidy

Presentation in Books	• Follow the school's presentation policy applying EPOM and EPOW • Handwriting should be kept to a high standard no matter what book you are writing in • Writing should be in a blue pen or pencil in a maths book/for drawings • The skill and date should be written correctly for every lesson. Short date for Maths, Art and PSHE. The date is written at the left of the page, after the margin; leave a line and then write the skill. The top line of each page can be used. • When you have finished a page, go onto the next one • When you start a new lesson, fill any space (where appropriate) underneath your last work before starting a new page. If you are not sure, ask your learning partner their opinion. • In Science, you should write on both sides on the page. The white page can be used for both writing and diagrams. • The front and back cover of the book should be kept clear. No drawing, doodling or writing should be done on this page or on the sticker of the book without permission from an adult. • Any sheets to stick in should be stuck in straight, with enough glue and not folded or flapping out of the book. • Respond to marking and make corrections in a purple biro pen • Colouring in in books should be completed in colouring pencils, not pen	• Teach the school's presentation policy at the start of each year and provide reminders regularly • Reward good handwriting and presentation • Ensure all books are kept up to date with stickers showing the name of the child, the subject and the class. • Cut sheets correctly to size and provide guidance of how to stick them in. • Teach children how to glue correctly and line up a sheet • Apply the marking and feedback policy • Model handwriting expectations in written feedback • Provide classroom colouring pencils, blue and purple pens and HP pencils that can be borrowed
Break Time	• Classroom balls should be shared fairly at break time • Play safely and try to be kind by including everyone who wants to play • Play fighting is not allowed • Personal space – fill the empty space available and do not walk through others games. Be aware of those around you • Only play Kingball on your designated day • Do not go inside unless you have asked permission to do so • Use the toilets at break time • Tackle problems with members of the staff at break time. Do not wait to bring them to your teacher after break. • When the whistle blows, stand still and silently with your hands up. Hold the balls still • When the second whistle goes, walk – don't run – to your line, gathering your belonging on the way. Keep holding the ball still. • Line up in the correct place, calming ready to enter the building silently and put your items in the cloakroom/lockers •	• Establish a classroom ball rota • Be outside punctually for break duty • Ensure all of the playground is covered by enough adults – know your designated zones • Encourage children to play safely in a wide variety of games • Support children will managing conflict whilst on the playground. Stage 1 and 2 consequences can be applied. Stage 3 to SLT. Notify the class teacher of any stages for their behaviour folder.
Lunch Time	• Share the equipment fairly • Show the same respect and kindness as you would at break time • Be careful of personal space • Keep aware of every time the bell goes in case it is time for your lunch	• Wait until adults are on the playground before sending the children out • Have a lunchtime ball/equipment rota if needed

	• Use the play leaders and mental health champions if you need them • Use the toilets • Water bottles can be placed outside your classroom door (if available) to use during lunch. You do not enter your classroom for this. • Tackle problems with members of the staff at lunch time. Do not wait to bring them to your teacher after lunch. • When the whistle blows, stand still and silently with your hands up. Hold any play items still • When the second whistle goes, walk – don't run – to your line, gathering your lunch boxes and jumpers on the way.	• Support children to play safely • Support children will managing conflict whilst on the playground • Support children will managing conflict whilst on the playground. Stage 1 and 2 consequences can be applied. Stage 3 to SLT. Notify the class teacher of any stages for their behaviour folder.
The Dining Room	• Line up quickly and quietly in a straight line when the bell is rung for your lunchtime • Use a quiet voice when entering the hall and maintain this • Stay in your place in the line and stand sensibly whilst you wait. No pushing/shoving/playing in the queue. • Pack lunches follow directions from an adult • Collect your cutlery from the box and hold it sensibly in your hand • Use your manners whilst collecting your food • Sit down facing the table with your feet flat on the floor • Use cutlery correctly • Do not share any food • Chew with your mouth closed and don't talk until you have swallowed your mouthful • Put your hand up to ask to move onto dessert/have your pack lunch checked • If you drop any food, clear it up before you leave. • Rubbish needs to be placed in the correct bin • Ask an adult before you leave the room with a quiet hand up and wait for someone to approach you •	• Support pupils with receiving the correct cutlery, food etc • Model use of knife and fork if eating around children • Remind pupils of expectations • Support children to make healthy choices and to try a wide range of foods • Praise children who are eating respectfully/who clear up after themselves • Check spaces before a pupil leaves them in case they haven't noticed any dropped food • Monitor clearing of plates
Manners	• You should always say please when you are asking for something • You should always say thank you when you receive something • When an adult/person is talking, you should demonstrate active listening by turning to face them and look at them whilst they are talking. Wait until it is your time to talk before replying. • Use your oracy skills to include everyone in the conversation • Do not interrupt a conversation if an adult is speaking to someone. Wait your turn or put your hand up. • Hold a door if an adult is walking through it • Close a door softly so it does not slam • Know that you should reply 'Good morning' or 'Good afternoon' if you are spoken to in this way • Smiling and a positive attitude is always welcome!	• Teach the correct time to answer back to an adult and when answering back would be inappropriate • Model please and thank you responses • Say 'Good morning/afternoon' to children when you pass them • Teach regular oracy lessons for turn taking • Demonstrate active listening • Praise children who hold open doors and respond correctly

Outside of school	• Know you are wearing the school uniform and representing the school • Keep noise to a minimum • Use your manners, especially with members of the public • Personal space – be aware of those around you • Be aware of roads, cars and other hazards. • Listen to adults that are with us and follow their instructions • Do not use a mobile phone whilst walking around; especially whilst crossing roads • Apply your online safety learning to stay safe online and be kind • Know who to go to for help and support	• Model and support behaviour whilst out on school trips • Teach behaviours and safety in PSHE and assemblies • Teach and reinforce online safety measures in PSHE and computing • Be available to discuss worries and concerns and contact parents where required
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As well as during curriculum, social and classroom time, our behaviour curriculum is also embedded by...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour expectations and routines	Introduce behaviour curriculum Rules and routines set for each classroom Meet the teacher: parents House Points Celebration assemblies with head teachers awards and raffle tickets.	Revisit learning behaviours and expectations. House Points winners announced Celebration assemblies with head teachers awards and raffle tickets.	Revisit learning behaviours and expectations. House Points Celebration assemblies with head teachers awards and raffle tickets.	Revisit learning behaviours and expectations. House Points winners announced Celebration assemblies with head teachers awards and raffle tickets.	Revisit learning behaviours and expectations. House Points Celebration assemblies with head teachers awards and raffle tickets.	Revisit learning behaviours and expectations - Weekly Walks Teach routines and expectations explicitly as part of transition activities Announce termly House Point winners Celebration assemblies with head teachers awards and raffle tickets.
Assembly themes and SMSC	3 R's British Values: Democracy, Individual Liberty, Rule of Law and Celebrating differences Religious festivals: Yom Kippur	Healthy me: Integrity, Courage, Self-discipline Religious festivals: Diwali, Hanukkah	Our environment Online safety Thinking Me: Decisiveness, Reflection, Concentration	Thinking me: Imagination/Curiosity, Resourcefulness Religious festival: Eid British Values: Recap	Deaf awareness week Understanding others: Fairness, Empathy	Pride month British Values recap Disability pride month Understanding others: Co-operation, honesty and trust, communication

PSHE Curriculum	Health and wellbeing Emotional regulation	Anti-Bullying Week Health and wellbeing Emotional regulation Online Safety: Year 4	Living in the wider world Water safety – Year 5	Living in the wider world First aid - all year groups	Relationships Personal hygiene – Year 6 Emotional regulation	Transition RSE curriculum – all year groups Appropriate touch – all year groups
Additional Safeguarding Curriculum	Mental Health Training: Year 5 Healthy eating week Computing: Online safety – all year groups	Mental health ambassadors Anti – bullying week whole school. Year 6 – NHS school nurses and health questionnaire Hazard Alley – Year 5 Computing: Online safety – all year groups	Mental health ambassadors Safer Internet Day Computing: Online safety – all year groups NSPCC Workshops and assembly	Mental health ambassadors Fire safety – Year 3 Computing: Online safety – all year groups	Computing: Online safety – all year groups	Computing: Online safety – all year groups
Wider Curriculum (visitors and trips)	Year 5 Hazard Alley trip Year 4 swimming Year 6 residential	Year 4 swimming Year 5 – bikeability (road safety) Groves got Talent	Year 4 swimming Assembly police visit Young voices Year 5 STEM trip Year 6 Whipsnade Dance festival	Year 4 swimming Royal Albert Hall Gala Spring festival (music)	Year 4 swimming Year 5 synagogue trip	Year 4 swimming Geography fieldwork in wider community (all year groups) Year 4 Water sports trip JUMP transition day Year 6 KNEX Challenge Year 6 Legal Eagles Year 6 Grove Fest – Year 5