

Cooper Perry Behaviour Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACH	Explicit teaching of the full Behaviour Curriculum content (in classes and whole school assemblies)	Ongoing retrieval, review and revision of content (in classes and whole school assemblies)	Longer recap and review of the Behaviour Curriculum (in classes and whole school assemblies)	Ongoing retrieval, review and revision of content (in classes and whole school assemblies)	Longer recap and review of the Behaviour Curriculum (in classes and whole school assemblies)	Ongoing retrieval, review and revision of content (in classes and whole school assemblies)
APPROACH	- Explaining the why and context - Linking behaviour expectation to our school values – Be Responsible (for your own behaviour). Be Respectful (to all members of the school community). Be Resilient (bounce back from poor choices). Be Open-Minded (to the impact that your behaviour has on your learning and that of others). Be Kind (to all member of our school community). - Gradual handover - I Do, We Do, You Do approach - Teaching of our Behaviour Curriculum includes lots of opportunities for guided practice and independent practice - Our Behaviour Curriculum is delivered in small steps with clear examples and models - Scaffolds are provided for routines, transitions for whole classes and individual children, enabling all to succeed - Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check for understanding - Ongoing formative assessment to drive instruction of the Behaviour Curriculum - Our Behaviour Curriculum creates a positive culture					
EXPECTATIONS	Know that there are three behaviour expectations in school. These are to: • Be ready. • Be respectful. • Be safe Know the following examples of these three principles:					
	 Complete homework on time Wear correct school uniform Tidy up your own workspace and the classroom Accept responsibility if you make a mistake and say sorry	 Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and respectful tone of voice when we communicate Value differences Follow instruction from staff members	 Demonstrate Fantastic Sitting in the classroom and the lunch hall Demonstrate Fantastic Walking in and around school Use school equipment carefully Play games that do not become too physical. Speak to an adult if you are worried about something Treat others kindly			



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 others if spoken to.

Know that it is important to show gratitude to others



Playtime Behaviour

Know that I must use Fantastic Walking between my classroom and the playground.

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 caring, and helpful way towards other people.

Know that, when called, I must line up in my lining up order straight away.



Lunchtime Behaviour

Know that I use Fantastic 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.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food.

Know that once I have finished, I empty any leftover food into the correct bin or into my lunchbox.

Know that I stack my chair when asked.

Know that I use Fantastic Walking when walking from the dining hall to the playground.



General Classroom Expectations

Know that I should not talk when the teacher or another child is speaking as this will stop myself and others from learning.

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should follow presentation expectations in all lessons.

Know that I should not have any objects on the table that distract me from my learning.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should use the toilet and fill my water bottle at break/lunchtime; not in lessons.



Accepting a Consequence

Know that I should take responsibility for my own behaviour and not blame others for my actions.

Know how to reflect on what happened and find out what I need to do to change my behaviour in the future.

Know that I do not need to get upset or worry, as a member of staff will support me calmly and fairly.

Know that I will have the opportunity to have a restorative conversation to reset and return to learning positively.



Greetings

Know that when entering the school gates/classroom I will be greeted by a member of staff and I respond to their greeting with 'Good morning/afternoon'



Start of the day routine

Know that I walk calmly to our classrooms.

Know that I greet staff

Know that I hang my coat up, put my lunchboxes on the trolley and water bottle and equipment on the table.

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.



Silent Signaller

Our staff will use a silent signaller to gain the attention of the class. This is done by raising one hand.

When you see this, stop what you are doing, raise your hand to show you have seen and tap the person next to you on the shoulder if they haven't seen.

Finally, staff will wait until everybody is quiet before they speak.

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Fantastic Sitting

Know that Fantastic sitting means:

- **Sit** up straight: good posture, back against the back of the chair, hands together on the table not touching anything.

- **Track** the speaker: showing others their ideas matter and they are valued.

- **Active** listening: encouraging the speaker, nodding, smiling.



Fantastic Walking

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted.

Know that Fantastic Walking (inside) means -**Tracking** the front of the line

-**Standing** up straight

-**Standing** behind the person in-front of you

-**Walking** in a straight line

-**Hands** by sides

-**No** talking

-**Looking** where you are going

-**Keeping** a safe distance from others around you and the environment (without leaning on walls whilst waiting)



End of the day routine

Know that when I am asked 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 I should wait quietly whilst my class is dismissed.



Fantastic Contributing

Know that we expect all children to contribute in class.

Know that Fantastic contributing means:

- **Listening** to the class teacher, or whoever is speaking
- **Considering** my responses before sharing
- **Putting** my hand up so my teacher knows I want to contribute during whole class discussions
- **Sharing** answers/ contributions in a clear voice using



Think, Pair, Share

Know this time is a vital learning opportunity

Know the expectation is to discuss our response to the question or to discuss what has been asked

Know I am responsible for this time and ensuring I listen to my partner

Take responsibility for this time ensuring my voice and my partner's voice is heard and we understand one another



Loud and Proud

Know that what I have to say is important

Know that it is important others can hear me

Know that I should be proud of what I have to say

Know to look up when I speak and project my voice so the person furthest away from me can hear

Know that must use a strong voice



Silence is Golden

Know that independent 'You Do' activities are completed in silence

Know the importance of silence for myself and others

Maintain silence for the duration of the independent task

Know that I must be silent when somebody else is speaking