



Ditchling St Margaret's Primary and Nursery School



'Living life in all its fullness' John 10:10

Behaviour Curriculum





Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10

Behaviour Curriculum at Ditchling CE Primary and Nursery School

Aims of our Behaviour Curriculum

At Ditchling Primary School, we want our children to flourish and become responsible, caring and excellent members of society. The behaviour and attitudes of our pupils at Ditchling are exceptional. Our pupils behave with consistently high level of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

We would like to thank a number of our students for their support with writing and delivering our behaviour curriculum

Teaching The Curriculum	• Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. • We have a shared and consistent language of expectations across school. • The 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 term, the 'Ditchling behaviours 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 including regular quizzing to check and strengthen retention. • Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content	Teaching the Behaviour
		IDENTIFY the behaviour we expect TEACH about excellent behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour
		It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.

There are three overarching principles		
Be Prepared	Be Respectful	Strive for Excellence
		
For pupils: - We arrive at school on time, every time - We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. - We make sure we have the right equipment for the day. - We take part fully in lessons and show perseverance.	For pupils: - We always listen when an adult is talking. - We always listen to pupils in our class giving ideas and feedback. - We are polite and show good manners to everyone. - We respect difference and know we are all equal. We look after our equipment and share it. - We look after our environment and never drop litter. - We respect the law and the rules of school and society	For pupils: When we strive for excellence, we have high standards. High standards can encourage us to make improvements, solve problems and do quality work.
For adults: Lessons are well prepared and planned and should be well thought through. Arrive to school in enough time to be prepared. Lessons should be organised. Set up the classroom appropriately.	For adults: Support pupils who are struggling or finding things challenging. Show kindness and respect to all students at all times. Respect the thoughts and beliefs of others. Respect the environment and equipment. Keep areas neat and tidy.	For adults: Plan and deliver high quality lessons. Take learning outdoors wherever appropriate. Adults can support each other with their learning. Have high expectations of themselves.

Remember Our Rules

Reminder of
our rules and
values.



Verbal warning. If
behaviour does not
stop, a consequence.
This could be moving
in or out of the
classroom.
Natural consequence.
Eg: tidy up or
apologise.



Time out with
Head of Key Stage
Restorative actions
Reflection Form
completed
My Concern report.
Parents informed.



Time out with Headteacher

Restorative actions
Time off playtime to complete
Reflection Form and right the wrong.
Coaching conversation with
Headteacher.
My Concern report.
Parents informed.





SEND: 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. The following programmes are also used to provide additional support when necessary.

<u>Nurture</u>	<u>Mental Health</u>	<u>ELSA</u>
We work effectively to support the emotional health and wellbeing of pupils using a range of approaches, including tailored nurturing approaches. Mrs Sarah Buckman is our trained Nurture lead. Nurture groups are assessed on the Boxall profiles and based on the social and emotional needs of the students. Help is then given to remove the barriers to learning. The relationship between the staff and children is always nurturing and supportive, providing a role model for children. Nurture support is not limited to the nurture group, as all schools will embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils attending the school.	Our children with Mental Health needs can who need support with attendance and mental health needs via our Wellbeing Breakfast Clubs. We also have Mental Health Collective Worships, which discuss the Five Ways to Wellbeing, as well as curriculum time devoted to wellbeing within the curriculum including Life Skills lessons. During Forest School sessions, our children are able to take part in dedicated mental health and wellbeing curriculum activities led by a trained wellbeing practitioner. We have a trained Mental Health Lead and a Mental Health First Aider. Both adults support not only the children and staff but our families in need too.	An ELSA is a specialist teaching assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists in East Sussex. An ELSA is a warm and caring person who wants to help your child feel happy in school and to reach their potential educationally. Their aim is to remove the barriers to learning and to have happy children in school and at home.

These approaches are linked to the Life Skills curriculum with regards to pupil wellbeing and mental health



Respect	Collective Worship	Lunch Hall	Uniform	Moving around school
Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you 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 you Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.	Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the Collective Worship leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate actively – singing etc.	Know that we wash hands before eating Know that we use a quiet voice and talk to the children opposite or adjacent to them only Know that we line up – one behind the other, quietly. Know that when eating, we stay in our seats facing our food Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) Know that we chew with our mouths closed Know that we say please and thank you Know that we put our hand up for adult attention Know that we walk in the dining room Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away our table space, cutlery, plate, cup and leave tidy. Know that we ask an adult to leave the dining room	Know that we wear full uniform and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know that we can wear a watch and no other jewellery Know to bring correct PE kit as appropriate	Know that we walk around school in silence Know that we walk in a straight line Know that we line up in our agreed line order Know that we are polite and courteous to adults / other children with a greeting Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor)



Attendance and Punctuality	Beautiful Books	Trips and visits	Lining Up	Playtime Behaviour
Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning	Date underlined with ruler and sharpened pencil Learning objective – miss a line after date Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions	Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support	Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silent Know that we walk in single file	Know that you must walk from your classroom to the playground using 'Fantastic Walking'. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your 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, you must line up in your lining up order quickly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Introduce weekly behavior sessions that discuss the school values and expectations. Select pupil leadership roles.	Revisit learning behaviours and expectations –Announce termly House Point winners	Revisit learning behaviours and expectations -	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations -	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners. Transition behaviour expectations.
Collective Worship	Democracy and Mutual Respect (International Day of Democracy), Peace (International Day of Peace), Black History Month, World Mental Health Day, European day of languages	Remembrance, Individual liberty, Guy Fawkes, UK Parliament week, Diwali, International day of disabled persons, Human Rights Day, St Nicholas, Christmas	World Religion Day, Children's mental health week	Holi, Woman's History month, International Women's Day, Neurodiversity week, World Book Day, Ramadan, Easter	Ramadan & Eid-al-fitr, World Environment Day, VE Day	Happiness World Refugee Day, International Day of Friendship, LGBTQ+ month, Roma/traveler month, South Asian heritage month, Eid-al-adha
School Value						
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law