

Keevil CofE Academy Behaviour Curriculum

We view our curriculum as everything we offer and provide within school for our children, covering the academic and beyond.

Our curriculum is rooted in our vision and ethos which arise from the parable of the Good Samaritan, and Jesus' teaching to "Always treat others as you would like to be treated." (Matthew 7:12). In the story of the Good Samaritan we come to understand how someone reached out and gave all he could to someone to whom he could have turned his back. This underpins everything we do and are in the school.

From this foundation come our values, or 'Keevil Characteristics' of Resilience, Diligence, Problem-Solving, Communication, Learning and Team-Work. Whatever activity or lesson the children are engaged in, we are endeavouring to develop these characteristics within them. Through doing this we are supporting our children to grow into adults who are polite, respectful, grateful and who put others before themselves.

Teaching the Behaviour Curriculum

We teach our Behaviour Curriculum explicitly as we do all National Curriculum subjects. This begins at the start of the school year in September, and is re-visited regularly throughout the year, particularly at the start of each new term. This ensures that children learn the content of the curriculum so that they can recall the information and more importantly act upon it.

Teachers also demonstrate these behaviours and ensure that pupils have many opportunities to practise these. They ensure that high standards of behaviour are continuously maintained. By doing this 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 unimpeded.

Resilience Diligence Teamwork Communication Learning Problem solving

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From YR to Y6	Explicit teaching of the full Keevil Behaviour curriculum content	Ongoing revision of content – revisit any specific areas for improvement.	Longer recap of Keevil Behaviour curriculum	Ongoing revision of content – revisit any specific areas for improvement.	Longer recap of Keevil Behaviour curriculum	Ongoing revision of content – revisit any specific areas for improvement.

Curriculum Content

Our curriculum is based around our school values – the Keevil Characteristics. By living these values we will demonstrate the following behaviours in school:

Learning	Resilience	Communication	Team Work	Diligence	Problem-Solving
Sitting still	Working hard on	Say please and	Talk kindly to	Showing pride by	• Work
 Listening carefully 	all tasks given	thank you	others	always doing your	independently to
in lessons	Having another go	 Say good 	 Hold doors open 	best	find an answer
 Giving 100% of 	when things go	morning/afternoon	for adults	 Completing 	before turning to
attention	wrong	to others	 Accepting 	homework on	an adult
		 Use words to 	responsibility if	time	 Try different ways
		express feelings	you make a	 Remembering to 	to achieve a
		 Explain thoughts 	mistake and	bring equipment	solution without
		and opinions	saying sorry	to school	giving up
		clearly	 Listen to others 	 Being in the right 	 Find compromises
			and consider their	place at the right	when solving
			point of view	time	issues with others

Adaptations

While this curriculum is intended 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 behaviour curriculum.

Whole School Behaviour Expectations and Routines

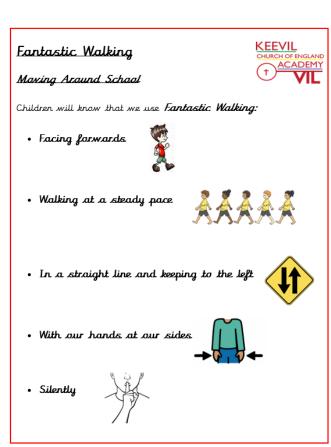
Moving Around School

Fantastic Walking

- Facing Forwards
- Walking at a steady pace
- In a straight line and keeping to the left
- With our hands at our sides
- Silently

Know that when we move around school we walk on the left of the corridor.

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



Worship

- Jumpers on
- Come in to worship using fantastic walking in line order
- Sit in lines of 4 (Autumn, Spring and Winter classes) or 3 (Summer class), with Autumn and Spring on the righthand side and Summer and Winter on the lefthand side of the hall
- Sit where directed by either a prefect or an adult
- Sit in silence
- Stand up to leave when directed by either a prefect or an adult
- Leave in silence using fantastic walking

Dining Hall

- Enter the hall using fantastic walking in line order
- Collect lunch equipment
- Sit in silence
- Children with packed lunch can eat straight away
- Children having hot dinners sit silently and wait to be called by staff member
- Children eat silently until an adult directs them to quiet table talk
- No one should leave their seat unless there are otherwise instructed by an adult
- Tables will be instructed to scrape plates one table at a time
- Children will leave the hall at 12.25pm (1st Sitting) or 12.55pm (2nd Sitting)
- All children to be sent to the playground to line up with their classes using fantastic walking

End of Break Time

- Bell rings
- Children stand still and silent
- Adult instruction to put equipment away and line up
- Children to use fantastic walking to their lines
- Children will line up in their lining up orders
- Prefects to monitor lines
- Prefects are able to give one House Point to children Prefect must take children to their class and inform member of staff
- Two Year 6 children will tidy trolley at the end of break and put trolley away at the end of lunch.

End of Day

- Jumpers on
- Fantastic walking outside into lines
- Staff member will release children to trusted adult
- Children will stay in their line(s) until they are released by staff member. If a child is at the back of the line and can see their trusted adult, they can put their hand in the air until staff member sees and releases them.

Manners

Steps to Politeness

- **Someone's name** pupils know that they must use a person's name when talking to members of staff (e.g. Good morning Mr McCaldon) or their peers.
- **Thank You** pupils know that they should say 'thank you' when they receive something or someone does something nice for them.
- Excuse Me- pupils know that they should say 'excuse me' if someone is in their way or if they need to ask for something (e.g. Excuse me, please could I have...)
- **Please** pupils know that they should always say 'please' when they are asking for something.
- **Smile** pupils know that they should be positive and upbeat when talking to adults and each other.

STEPS to
Politeness

Someone's name

Thank you

Excuse me

Please

Smile

Smile refers to being upbeat and positive in our interactions and conversations with other people.

We also want to support our children in the way we interact and communicate. We can do this by modelling and encouraging them to use polite questions such as: Did you have a nice evening? Have you had a good weekend?

Classroom Behaviour Expectations and Routines

Each class establishes their behaviour expectations and routines at the start of each school year, as is appropriate to the age and group of children in the class. These are rooted in the vision and ethos of the whole school, and the Keevil Characteristics.

Classroom expectations are clearly displayed in a manner that is appropriate for the children in the class.

Classroom expectations are explicitly taught and regularly re-visited, to ensure that children know, remember and act on these.