St Cuthbert's CE Primary School

Behaviour Curriculum

Our Values

- Excellence
- Respect
- Kindness
- Resilience
- Tolerance and Inclusivity

The aims of our Behaviour Curriculum

Through our behaviour curriculum, we aim to provide the children at St Cuthbert's with the skills and attributes needed to live out our school Christian vision. Our school values of excellence, respect, kindness, reliance, tolerance and inclusivity underpin all that we do.

We support children to be the best that they can be and to be resilient and independent learners. We aim to provide children with the skills they need to successfully communicate with others, share their views sensitively as well as listen to and acknowledge the views of others.

We nurture our children to be positive role models and to develop aspirations for their future self. Our behaviour curriculum, supports children to develop the life skills they need to be global citizens and courageous advocates. We guide children to take responsibility for their own behaviour and to be responsible for the consequences of it.

Teaching explicitly

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. We achieve this by following the process below -

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Routines and Expectations

Respectful- Manners	Worship	Moving around School	Ready to learn
Model to children Explicitly teach through PSHE and through whole class routines Built into Behaviour Policy	Consistent routines and expectations, these are explicitly taught Explore each value and how we demonstrate these in our daily lives	Walk on the left-hand side Move quietly around school Dojo rewards for respectful behaviour	Class Charter Values and expectations reinforced through dojo Inclusive classrooms to support all children to access learning. Learning Powers
Playtime and Lunchtime	**Dining Hall**	**Lining Up**	**Behaviour outside school**
No touch policy Behaviour policy Dojo rewards for kind and respectful behaviour Friday lunchtime reward for the most respectful class Whistle signals for lining up	Expectations for manners reinforced SLT supervise children collecting lunches Table manner expectations eg knife and fork, noise levels Children tidy their own trays, plates and cutlery	Whistle signals if on the playground. Single file line, facing the front Expectations reinforced by staff	Online conduct will be addressed following our school behaviour policy. Where children are known to have been involved in anti social behaviour, we discuss this with parents and work with PCSO where appropriate.

Learning Powers

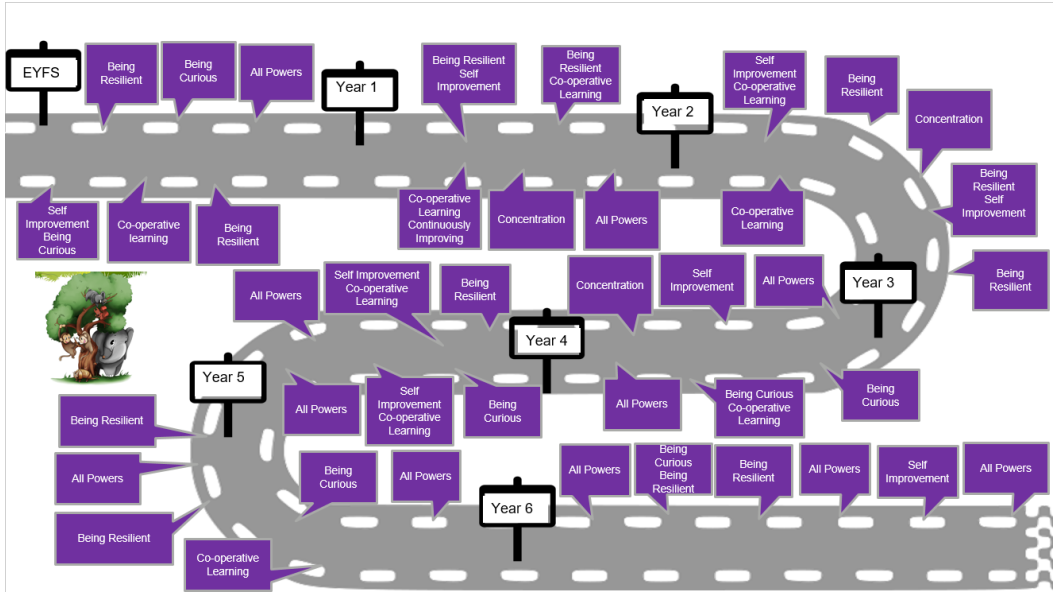
Each class participates in a 'Learning Powers' lesson every half term. These build up over the year to help children develop and build their metacognition and self-regulation skills. To help us with this, we follow 'Thinking Classrooms' by Katherine Muncaster and Shirley Clarke.



Concentrate (Disinhibit)	Manage distractions Get lost in the task Do one thing at a time Break things down Plan and think it through Draw diagrams, jot down thoughts or things that help you think
Don't give up (Persistence)	Work hard Practise lots Keep going Try new strategies Ask for help Start again Take a brain break
Be co-operative (Work with others)	Listen to others Say when you do not understand Be kind when you disagree Explain things to help others Be tolerant

Be curious (Shift between ideas)	Ask questions Notice things Look for patterns and connections Think of possible reasons Research Ask 'What if.....?'
Have a go (learn from errors)	Think with a growth mindset Do not worry if it goes wrong Learn from mistakes Be excited to try new things

Learning Powers Route Map



EYFS

Being Resilient

Being Curious

All Powers

Year 1

Being Resilient Self Improvement

Being Resilient Co-operative Learning

Year 2

Self Improvement Co-operative Learning

Being Resilient

Concentration

Being Resilient Self Improvement

Co-operative Learning

Concentration

All Powers

Co-operative Learning Continuously Improving

Self Improvement Being Curious

Co-operative learning

Being Resilient



Year 3

Being Resilient

All Powers

Self Improvement

Concentration

Year 4

Being Resilient

Self Improvement Co-operative Learning

All Powers

Year 5

Being Curious

All Powers

Being Curious Co-operative Learning

All Powers

Self Improvement Co-operative Learning

All Powers

Being Resilient

All Powers

Being Resilient

Co-operative Learning

Year 6

Being Curious

All Powers

All Powers

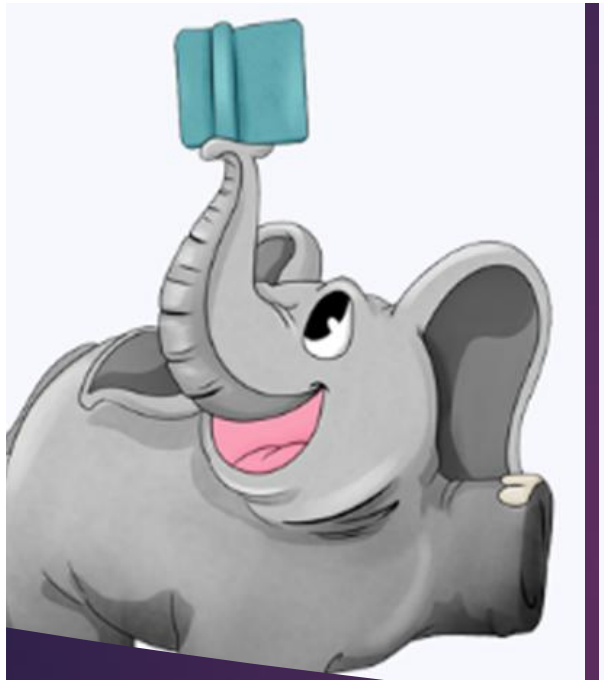
Being Curious Being Resilient

Being Resilient

All Powers

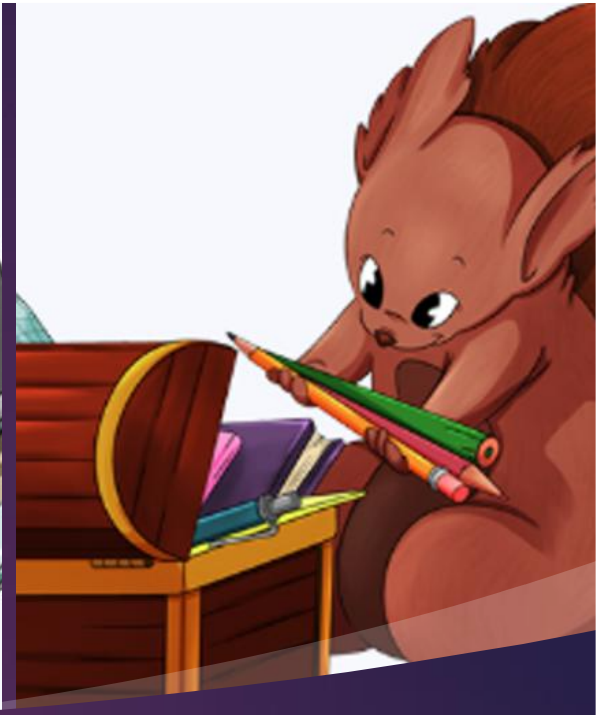
Self Improvement

All Powers









Characters for Learning

We have characters to help us remember our learning powers effectively; we learn about them during our learning power lessons and think about them when we are learning across the curriculum.

Kelly the Koala

To be curious

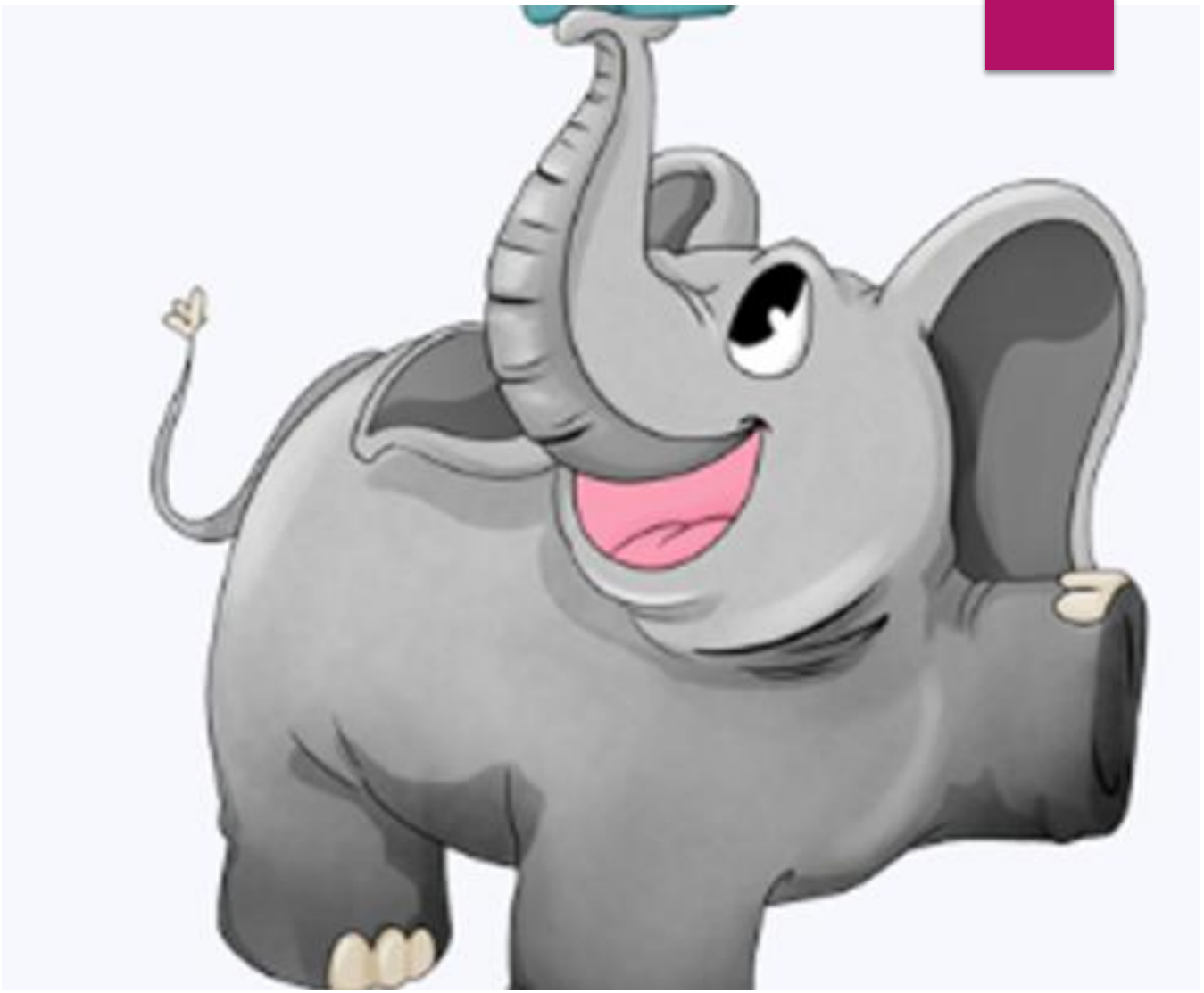
She asks questions, notices things, looks for patterns and connections, thinks of possible reasons, researches, ponders and is very creative.



Emily the Elephant

To concentrate

She manages distraction, gets lost in her learning, breaks things down, focuses on one thing at a time, looks for patterns, plans and thinks things through, jots down ideas.



Albert the Armadillo

To be resilient

He uses growth mindset, does not worry if it goes wrong, learns from his mistakes and is excited to try new things.



Sadie the Squirrel

To co-operate

She listens to others, explains things to help others, is kind when you disagree, is tolerant and works together.



The Monkeys

<u>To self-improve/ continuously improve</u>

They keep reviewing their learning, improve one thing first, try to be better than last time, take small steps and do not compare themselves to others

