

## Parkgate Infants and Nursery and Parkgate Junior School Behaviour Curriculum

### Intent

At Parkgate Infants and Nursery and Parkgate Junior School's we believe that **behaviour is taught and not caught**. Our behaviour policy shows how we address behaviour, this document identifies how we teach behaviour so that children are prepared for their next stage of schooling and to be a confident member of society.

In this document we have identified the ethos of our behaviour approach alongside both expected behaviours at Parkgate Infants and Nursery School and Parkgate Junior School, how we intend to teach this curriculum and the reasonable adjustments that will be put in place to support some pupils.

We understand that children are at different starting points and may need support to meet the schools' high expectations of behaviour. This happens through the use of the behaviour policy and the reasonable adjustments detailed in this policy.

At Parkgate Infants and Nursery and Parkgate Junior School's we value the role that adults play as role models and to model positive relationships and that this is a fundamental part of our behaviour curriculum.

### Golden Rules for Parkgate Infants and Nursery (The Junior School use an individual Classroom Charter)



**Implementation- 'The Parkgate Way'**

**'Anything is Possible' and 'An inspiring learning community'**

<b>Curriculum Expectations</b>	<b>Expectations</b>
Assembly	<ol style="list-style-type: none"><li>1. Children are arrive on time for assembly.</li><li>2. Children walk into the hall silently.</li><li>3. Children stand in line and wait for the teacher to tell them to sit down.</li><li>4. Children sit on the carpet with their legs crossed.</li><li>5. Children listen in the hall and are expected to put their hands up if they would like to ask a question.</li><li>6. If children are called to the front, they should walk to the end of the row and down the side of the assembly hall.</li></ol>
In the classroom and around the school	<ol style="list-style-type: none"><li>1. Each class will have its own 'Classroom Charter' with the rules for the class</li><li>2. Every child will work purposefully and take part in the lessons.</li><li>3. Every child will follow the presentation policy of the school</li><li>4. When walking to assembly or walking around the school, they will be silent.</li><li>5. Staff will use the Behaviour Policy to reinforce positive behaviour</li></ol>
Lining up outside	<ol style="list-style-type: none"><li>1. When the bell rings, the children will go to line up.</li><li>2. Children line up in register order or in a neat straight line when the bell has been rung.</li><li>3. Everyone is quiet and waits for the adult to take the children in.</li></ol>
Lunchtime	<ol style="list-style-type: none"><li>1. When children come into the dining room, they will take their coats off before getting their lunch.</li><li>2. Children should put their hands up for instructions and/or to leave the table.</li><li>3. Please use a quiet voice in the dining hall.</li><li>4. Know that you should always try to use a knife and fork correctly – this will be explicitly taught through the Primary years.</li><li>5. Know that you should finish what you are eating if you can</li><li>6. Please thank the dinner staff for your lunch.</li><li>7. Children must put their tray away and at KS2, clear up any mess.</li></ol>
Uniform	<ol style="list-style-type: none"><li>1. See Uniform policy for details of what children should wear.</li><li>2. Only stud earrings can be worn in school</li><li>3. No jewellery can be worn, except for religious observance.</li></ol>

	<ol style="list-style-type: none"> <li>4. No nail varnish</li> </ol>
Manners	<ol style="list-style-type: none"> <li>1. Know that you should always say 'please' when you are asking for something.</li> <li>2. Know that you should always say 'thank you' when you receive something, or someone does something nice for you.</li> <li>3. Know that you should let any waiting adults through a doorway before walking through yourself.</li> <li>4. Know that you should say 'Good morning/afternoon' to adults if spoken to.</li> <li>5. Know that it is polite to give eye contact to the person you are talking to.</li> <li>6. Know that it is important to show gratitude to others by thanking people for what they have done for you.</li> <li>7. Know that you should say 'excuse me' before speaking to an adult.</li> <li>8. You should hold open the door for any adult, letting them go through the door before you.</li> </ol>
Attendance	<ol style="list-style-type: none"> <li>1. Children need to be on time for school.</li> <li>2. Lessons start straight away.</li> </ol>
Playground	<ol style="list-style-type: none"> <li>1. Every year the children will agree the Playground Rules.</li> <li>2. Children should stay in the area they are allowed to be in.</li> <li>3. Children should be safe and happy on the playground</li> <li>4. Do not go on the grass unless you have been told that you can.</li> <li>5. If you have an accident, have a problem or are worried about something, speak to an adult on the playground straight away.</li> </ol>
End of Day Protocol	<ol style="list-style-type: none"> <li>1. Please follow the end of day protocol – see separate document for each school</li> <li>2.</li> </ol>
Toilets	<ol style="list-style-type: none"> <li>1. Children must shut the door when they are on the toilet.</li> <li>2. Children must flush the toilet when they have finished.</li> <li>3. Children wash their hands with soap.</li> <li>4. Children should let an adult know if they have had an accident.</li> <li>5. Please put all paper towels in the bin or dry their hands with the wall blowers</li> <li>6. Only 1 pupil per cubicle.</li> </ol>
Behaviour outside school	<ol style="list-style-type: none"> <li>1. Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.</li> <li>2. Know that you should be considerate of other people arriving and leaving school.</li> <li>3. Know that being considerate means thinking about other people's needs, wishes and feelings.</li> <li>4. 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.</li> </ol>

## Adjustments

	5. Know that all pupils follow our behaviour curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.
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## Implementation- Long Term Topic Map

	Autumn Term		Spring Term		Summer Term	
Themes	Lunchtime expectations- Knives and forks.	Manners	Playground expectations	Toilets	Dining Room	
	Assembly Expectations					
	Corridor Expectations					

## Implementation- Teaching the curriculum

The curriculum is taught explicitly during the first weeks 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 behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

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.

<p><b>Targeted Behaviour Policy</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority.</li> <li><input type="checkbox"/> Check if the identified behaviour is covered in policy.</li> <li><input type="checkbox"/> Follow the policy.</li> <li><input type="checkbox"/> Record the impact of policy on pupil's behaviour.</li> <li><input type="checkbox"/> Analyse the dynamic using the inclusion circles.</li> <li><input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.</li> </ul>
<p><b>Targeted Plus Early Prognosis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the behaviour factually and unemotionally.</li> <li><input type="checkbox"/> Gather appropriate and authentic pupil voice.</li> <li><input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> <li>o Function of behaviour</li> <li>o Health and wellbeing</li> <li>o Context</li> <li>o Cultural expectations</li> </ul> </li> <li><input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review.</li> <li><input type="checkbox"/> Where further intervention is needed, move to Predict &amp; Prevent.</li> </ul>
<p><b>Specialist Predict, Prevent &amp; Progress</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update Early Prognosis document.</li> <li><input type="checkbox"/> Complete Risk Calculator.</li> <li><input type="checkbox"/> Identify any protective consequences needed.</li> <li><input type="checkbox"/> Identify educational consequences needed.</li> <li><input type="checkbox"/> Complete Subconscious and Conscious checklists.</li> <li><input type="checkbox"/> Complete Anxiety Analysis over a period of time.</li> <li><input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without.</li> <li><input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent &amp; Progress plan.</li> <li><input type="checkbox"/> Review the plan regularly.</li> <li><input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.</li> </ul>
<p><b>Specialist Plus Therapeutic Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious &amp; Conscious checklists, Anxiety Analysis).</li> <li><input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours.</li> <li><input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents.</li> <li><input type="checkbox"/> Continue Assess, Plan, Do, Review cycles.</li> <li><input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>