

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM



Rationale:

Language that adults should use to reinforce rules

<p>Connection before correction</p> <p>Try to start any interaction with something positive. (This isn't always possible or fitting.) e.g:</p> <p>'Morning. Remember we walk in school, thank you.'</p> <p>'Good to see you Rizwan. Show me your smart tucked in shirt, that's great.'</p> <p>'Good morning Ellie, we walk in the corridors at BPSP, thanks.'</p> <p>'Great handwriting Jess, remember that we here.'</p>	<p>Assume every interaction will have positive outcome</p> <p>Ending any interaction with a 'thank you' shows that we expect a positive response (stronger than 'please.')</p>
<p>Show correction in a positive way</p> <p>'At Baden-Powell, we'</p> <p>'We do it like this here'</p> <p>'Show me your sensible walking / sharing etc'</p> <p>'Let's see our careful...'</p>	<p>Promoting positive behaviour by spotting and praising when children do follow our expected behaviours.</p> <p>'Love how you've hung someone's coat up. Thank you'</p> <p>'Great corridor walking; great example.'</p> <p>'I appreciate how you're tidying your table space, thank you.'</p>

The behaviour curriculum is designed to help teach the children how to behave in every walk of school life. It should not be taught wholesale, in one sitting. However, should there be a lack of clarity around a certain behaviour or should the whole school, a year group, one class or a particular child be struggling to remember or execute the 'you will see us' behaviours, then the relevant section needs to be taught and the rationale behind it explained.

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Respectful manners with everyone	Uniform	Behaviour coming into and leaving school
<p>You will see us:</p> <ul style="list-style-type: none"> • Saying please when we are asking for something. • Saying thank you when we received something, when someone does something nice for us, when someone says something nice to us (for example Happy Birthday/ I like your pencil case) • Let any waiting adults through a doorway before walking through ourselves. • Saying excuse me rather than interrupting • Responding appropriately and politely when we are spoken to. • Facing the person speaking to us. • Apologising if we accidentally bump into someone • Apologising if we needed to be reminded of our rules, values or routines 	<p>You will see us:</p> <ul style="list-style-type: none"> • Wearing the correct uniform • Wearing my fleece on as an extra layer over my jumper when it is cold or on PE days • Wearing our uniform smartly • Tucking our shirts in • Ensuring our ties are worn up to the collar • Ensuring all shirt buttons are done up • Having all our clothes named • Hanging our coats on our pegs when we come in • Not wearing earrings or taping them up on PE days (if they cannot be removed) • Wearing a coat outside on cold or wet days • Having shoulder-length hair tied back • Taking care of our uniform and that of others • Put any uniform we are not wearing in the agreed place • Returning lost uniform to its owner 	<p>You will see us:</p> <ul style="list-style-type: none"> • Knowing that, when we wear our uniform, we are representing BPSJ and need • Being considerate of other people arriving into school • Crossing roads safely – with our adult if we have one with us • Greeting our adults on the way in and out of school • Walking on the pavements • Behaving considerately to the public by walking and talking sensibly • Switching off and putting away our mobile phones away before entering the school premises; not switching them back on or taking them out of our bags until we are off the school premises • Riding our bikes or scooters safely, away from traffic and people who are walking • Dismounting from our scooters or bikes before entering school grounds • Coming back into school if our expected home-time arrangement goes wrong • Sticking to the home-time plan – not going home with another adult or alone unless it has been agreed • Saying goodbye to our adult before leaving to go home
<p>You will not see us:</p> <ul style="list-style-type: none"> • Rolling our eyes at people • Shrugging our shoulders • Ignoring people who are talking to us • Answering back 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Leaving coats on the floor • Wearing make-up, nail varnish or tattoos • Drawing on ourselves • Wearing socks over leggings • Wearing clothes tied around our waists • Wearing trainers, unless on a PE day or there is a separate agreement • Wearing jewellery or accessories other than plain studs in our ears • Wearing PE kit that is not part of our agreed uniform (for example, skirts or shorts above mid-high length, branded sportswear etc) • Wearing Smart watches <p style="text-align: center;">https://www.bpsjuniorschool.co.uk/uniform/</p>	<p>You will not see us:</p> <ul style="list-style-type: none"> • Using any equipment • playing ball games before or after school • Walking on the roads • Riding our bikes or scooters within school grounds • Riding bikes or scooters in a way that is dangerous to ourselves or others • Hanging around at the end of the day, waiting for others (so that our parents are not worrying about us) • Shouting, behaving or running in an antisocial way • Leaving school at the end of the day without letting an adult know • Eating treats handed out by classmates or teachers

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Attending before and after school clubs	Coming in to class in the morning	Ready to learn
<p>You will see us:</p> <ul style="list-style-type: none"> • Letting the club leader know if we are not attending a club, if possible • Walking quietly and sensibly to our club • Using the changing rooms sensibly, not shouting, climbing or running around • Getting to our club as quickly as possible • Waiting quietly and calmly for our leader to register us and give us instructions • Participating fully in any club we go to • Speaking respectfully to the adult/s in charge and using their name/s • Listening actively to instructions • Helping take out and tidy any equipment used • Waiting for permission to go before leaving • Saying goodbye to the adult when we are allowed to go home 	<p>You will see us:</p> <ul style="list-style-type: none"> • Greeting our teachers, teaching assistants and one another nicely • Hanging our coats and bags in the cloakroom, taking what we need for lessons from our bags • Greeting our class adults, using their names or an agreed greeting • Getting any equipment and belongings we need for the day sorted out quickly and sensibly • Hanging up any fallen coats or bags • Going into the classroom quietly and calmly • Putting our homework/pencil cases/water bottles etc where they are supposed to go • Starting our morning activity quickly and sensibly 	<p>You will see us:</p> <ul style="list-style-type: none"> • Sitting sensibly and safely with good posture, both feet on the floor and 4 chair legs on the floor, our legs under the desk • Keeping our workspaces tidy • Being prompt if we are changing rooms for lessons • Being ready to learn, having visited the toilet in our break times • Having or getting our equipment ready quickly and sensibly • Asking if we need to go to the toilet • Staying in our seats during sitting tasks • Paying attention to the person speaking and looking at the whiteboard when the teacher is teaching • Treating equipment with respect and letting an adult know if anything is damaged • Drinking only when the teacher is not talking to us
<p>You will not see us:</p> <ul style="list-style-type: none"> • Behaving differently at an after-school club than we would in any class teacher-led lesson 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Wandering around the classroom or loitering in the cloakroom, corridors, toilets or classroom 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Interrupting the teacher or another child • Asking to go to the toilet during the teaching input • Drinking during the teaching input • Doodling on our books or whiteboards • Swinging or rocking backwards on our chairs

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Stopping in a lesson	Taking pride in our exercise books	Lining up
<p>You will see us:</p> <ul style="list-style-type: none"> • Stopping all activity and giving your full attention as soon as the signal is made • Putting anything down that is in our hands • Turning our bodies and our faces towards the adult speaking • Quickly and quietly, doing what the adult countdown tells us to do • If asked, returning safely to our seats • Giving our full attention to the teacher until told to begin an activity 	<p>You will see us:</p> <ul style="list-style-type: none"> • Setting our work out neatly in our books in line with the non-negotiables (see appendix) • Always writing as neatly as possible • Using a ruler to underline or to correct mistakes • Sticking any loose sheets in carefully and squarely • Ruling off work where there is space for the next piece of work to be written underneath • Using the margin to show what level work we are doing and what question we are answering etc. • Handing books out sensibly by placing them down for people • Placing our books carefully where they should go at the end of the lesson 	<p>You will see us:</p> <ul style="list-style-type: none"> • Tucking our chairs under our tables • Walking sensibly to the line • Lining up in register order or the order we've been asked to • Walking in a quiet, calm manner • Walking in single file, keeping to the left • Letting people through if they need to get by • Keeping my hands and feet to myself • Making sure our uniforms are neat
<p>You will not see us:</p> <ul style="list-style-type: none"> • Talking, drawing, writing, tapping or making noises while someone is speaking to the class • Fiddling (unless allowed by arrangement) while the teacher is speaking to the class 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Making a mess in our books, including: large ticks in self marking; folding the edges of paper or graffitiing on or in our books • Missing pages out or skipping lots of lines 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Jostling and arguing over position in the line • Saving places for people in the line • Holding conversations when lining up

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Moving around the school	Sitting on a chair	Practical areas/IT suites
<p>You will see us:</p> <ul style="list-style-type: none"> • Walking • Keeping to the left in the corridors • Moving quietly, respecting others working nearby • Being polite and courteous (stepping back to let others through the door, thanking someone who stops for you, greeting others with a smile) • Opening the door for others; holding the door open for the next person • Where practical, putting coats back on pegs, picking up dropped litter and resources • Tucking chairs in as we pass them • Knocking and waiting for permission to enter a room • Saying. "Excuse me, may I..." • Keeping our hands to ourselves 	<p>You will see us:</p> <ul style="list-style-type: none"> • Sitting with: <ul style="list-style-type: none"> - our bottoms at the back of the chair, - straight backs - feet on the ground, - hands on our tables or in our laps, - our legs under the table. - our chairs tucked in - four chair legs on the ground • If permitted, using a small fiddle toy as intended • Tucking our chairs in once we stand up 	<p>You will see us:</p> <ul style="list-style-type: none"> • Walking safely, sensibly and quietly to and from the area • Working quietly so as not to disturb other classes around • Working safely and sensibly • Being respectful towards any adults working with us • Respecting equipment • Only using what I have been told to use • Leaving the area tidy, putting equipment back how I found it and tucking chairs and stools in <p>In the IT suite:</p> <ul style="list-style-type: none"> • only using websites that I have been asked to access • Following our e-safety SMART rules <ul style="list-style-type: none"> - Safe – keep our personal details safe - Meat – never arrange to meet up with online people - Acept – do not accept links - Reliable – is this a trustworthy source? - Tell – tell someone if we are unsure • Keep volume turned down to allow others to focus • Eating or drinking
<p>You will not see us:</p> <ul style="list-style-type: none"> • Having left the classroom without permission • Running, shouting, walking backwards or playing around • Talking or disturbing people who are learning • Touching displays or equipment as we walk • Going into areas of the school where we are not expected or allowed to be • Deliberately wasting time 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Sitting on or leaving our chairs pushed out into the room • Rocking or swinging on our chairs • Kicking or tapping • Laying our heads on the desk or slouching • Writing on or marking our chairs • Standing on chairs 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Running or going off to other parts of the school without permission • Distracting others

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Collective Worship	Visiting the toilets	In the library
<p>You will see us:</p> <ul style="list-style-type: none"> • Walking quietly and sensibly from class to the hall • Entering, and leaving, the hall without talking • Ensuring our shirts are tucked in, hair is tied back, ties neatly presented etc before we enter • Sitting silently with our legs crossed and our hands kept to ourselves, in our laps • Facing the worship leader and actively listening to the worship leader and other contributors • Using silent hands up to contribute • Using our manners when we speak • Participating appropriately when asked to respond, discuss or sing • Clapping respectfully when appropriate • When invited to pray, remaining silent and still with reverence to the prayer 	<p>You will see us:</p> <ul style="list-style-type: none"> • Using the toilets during our break times or when I get to school, in order to maximise learning time • Asking the adult if I can go to the toilet when the adult is not doing a teaching input • Using the toilets nearest to my class / play zone • Walking sensibly to the toilets • Putting used paper into the toilet • Flushing the toilet • Washing my hands with soap and drying them • Leaving the room tidy • Using the cubicle by myself • Letting an adult know if there is a problem in the toilets • Waiting patiently if the toilets are occupied • Only flushing the three Ps: paper, pee, poo 	<p>You will see us:</p> <ul style="list-style-type: none"> • Behaving as sensibly as if we were in class with our class teacher • Choosing books quietly • Using the computer to check books out and in • Putting books back on the shelves with the spines facing out and in the right place • Reporting any damaged books to an adult or leaving them on the librarian's desk • Putting books back on the shelves if they are lying around • Reading quietly or in pairs • Wearing our library passes if we are a year 5 / 6 helper • Returning our library books by placing them tidily in the pink box at the beginning of the library lesson • Treating Delilah with respect
<p>You will not see us:</p> <ul style="list-style-type: none"> • Kneeling up • Whooping or shouting while clapping • Talking to each other • Distracting others • Showing a lack of respect towards others • Asking to go to the toilet • Fiddling with toys, gadgets or blu-tac unless this has been agreed with an adult 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Meeting or waiting for friends in the toilets • Playing in the toilets • Disrespecting the privacy of others • locking or unlocking the doors of others • Making a mess with soap, water or paper • Standing on toilet seats • Banging or pushing doors • Taking food, toys or equipment to the toilets 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Running around, using loud voices, distracting others or being disrespectful • Leaving books on the floor or in the wrong place • Leaving books with pages tucked in, upside down, or pages facing outwards • Treading on or walking over bean bags • Folding pages of books

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Playtime behaviour	Lunch time	If we have a monitor job
<p>You will see us:</p> <ul style="list-style-type: none"> • Eating healthy snacks and putting our litter in the bins provided • Walking from our classroom to the playground • Wearing a coat if it is wet or very cold • Only staying indoors with adult permission • Playing safely without hurting anyone • Being gentle, caring and helpful towards other people • Using good manners with other children and adults • Including people in our games • Inviting people on the buddy bench to join in our games • Picking teams fairly • Sharing equipment • Respecting equipment by using it appropriately (for example not stamping on table tennis balls, the correct number of people on the play equipment) • Putting any equipment we have been using away neatly • Respecting the playtime rota and staying where an adult can see me • Using peer mediators to help us if we fall out • Going to an adult if there is a problem that we can't solve with peer mediators • Going to an adult if we witness any behaviour that concerns us • Going to an adult if we are hurt • Going to the toilet on our way out to play or during play rather than at the end of play • Showing respect for the peer mediators, not disturbing or interfering with their work • Walking into class quickly and quietly as soon as the bell sounds 	<p>You will see us:</p> <ul style="list-style-type: none"> • If in class, sitting where we are asked to by our teacher • Taking our waste home if we've had packed lunch • Calmly and quickly returning our packed lunch to our bags • Clearing up any accidentally dropped food if we can • Not coming off the playground early or running to get to the front of hot meal queue • Lining up quietly, one behind the other for hot school meals • Take our plates to the bins to scrape them and then put on the table. • Asking an adult if we would like to leave the room • Eating facing our tables • Using a knife and fork safely and properly • Chewing with our mouths closed • Speaking respectfully to lunchtime supervisors • Saying please and thank you • Putting our hand up for adult attention • Using a quiet voice to talk to people near us 	<p>You will see us:</p> <ul style="list-style-type: none"> • Carrying out our duties responsibly in line with BPSP values • Returning to class as soon as our role is completed or our time is over • Being aware we are role models and behaving in a way that will inspire others to follow our lead • Acting politely • Moving round the school respectfully
<p>You will not see us:</p> <ul style="list-style-type: none"> • Running before we are on the playground • Fighting, including play-fighting • Messing about, hanging around in the toilets • Coming in early to get to the front of the food queue • Playing with toys from home unless agreed • Playing football on the main playground • Jumping off walls, table tennis tables, climbing equipment 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Shouting • Playing with food or water • Getting out of our seats until we are allowed to • Swapping or sharing our food • Leaving the classroom or hall until we have been given permission to do so 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Doing a monitor job unless it is a role given to us by an adult • Inviting friends to help out • Leaving classroom without notifying an adult • Distracting others

BADEN-POWELL & ST. PETER'S JUNIOR SCHOOL BEHAVIOUR CURRICULUM

Treatment of equipment	Attending specialist music lessons	Packing up at the end of the day
<p>You will see us:</p> <ul style="list-style-type: none"> • Collecting and handing out equipment calmly • When needed, sharing equipment so that everyone gets a fair turn • Having the correct equipment ready for the lesson • Leaving equipment alone when the teacher is talking to us • Using appropriate amounts of equipment e.g. paper towels • Using equipment in a way which keeps it usable (e.g. winding the glue down before putting the lid on, cleaning and storing art equipment such as paint brushes properly etc) • Putting equipment back in a way which keeps it safe e.g. carrying scissors safely and putting them away • Letting an adult know if equipment gets damaged or lost • Putting rubbish (e.g. pencil shavings, waste paper) in the correct bin • Tidying equipment away properly, even if we didn't use it 	<p>You will see us:</p> <ul style="list-style-type: none"> • Being prepared with our instrument and music • Knowing what time our lesson is or knowing where to find out • Walking quietly and sensibly to our lesson • Waiting quietly and sensibly if we are early for our lesson • Speaking to our teacher respectfully and using their name • Waiting quietly if we are turn taking • Returning promptly to class when our lesson is over 	<p>You will see us:</p> <ul style="list-style-type: none"> • Putting our chairs in a stack • Ensuring our table, tray and floor space is clear and tidy • Making sure we have our belongings (bag, coat, book bag, water bottle, instrument etc.) • Wearing our uniform smartly by tucking in our shirts, having a neatly fixed tie etc • Waiting to be told we can leave the classroom • Saying goodbye / agreed farewell signal to the adults before going to our adult / leaving for home
<p>You will not see us:</p> <ul style="list-style-type: none"> • Using equipment in a way for which it was not intended • Using equipment inappropriately • Doing anything with equipment which we know might damage it or hurt others 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Arriving to our music lessons without our instruments or music 	<p>You will not see us:</p> <ul style="list-style-type: none"> • Pushing past others to leave • With our mobile phones out • Eating sweets

BPSP'S NON-NEGOTIABLES



In all books...

- ✓ Always use a **blue handwriting pen** for writing.
- ✓ Draw all lines with **a ruler and a pencil**.
- ✓ Write the **long date** on the left-hand side.
- ✓ Leave a line between the **date and title**.
- ✓ **Underline the date and title** with a ruler and pencil.
- ✓ Write **PIGS in the margin** by the Learning Objective/Title
- ✓ Only use **pencils** for colouring.
- ✓ Cross through mistakes with **one straight line, using a ruler and a pencil**.
- ✓ Use a **purple pen** for editing and responding to feedback.
- ✓ All **sheets** should be **trimmed**.



In Maths books...

- ✓ Use a **pencil** at all times.
- ✓ With a ruler, **draw a margin** on the left side of the page, 2 squares in. Use this to write the question numbers.
- ✓ Put the **short date** on the **left hand side**.
- ✓ Show the **level of work** that you are doing (e.g. **yellow** or **green**)
- ✓ Put no more than **one digit** in a square
- ✓ When writing words, be as neat as you would be in your English book
- ✓ **Set work out** 2 squares away from the margin
- ✓ If you make an **error**, rub it out or put **one horizontal, ruled line** through it

