



# The Leys Primary & Nursery School

Learning Today ....Leading Tomorrow

## Behaviour Curriculum Plan

School Values	Empathy	Inclusivity	Respect	Determination	Aspiration	Empowerment
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The aims of the behaviour curriculum	<p>We will build a community in The Leys where children are more than just educated and where all feel safe and supported. They will be empowered to change their own lives and the lives of those around them. They will be able to stand up and become pillars of the community, making a difference. We will be good role models who inspire through a love of learning and be motivated to make a positive impact on each other's lives. Together, we will continually strive to remove the barriers to success and fear of failure. We want children who can self regulate and develop strong internal discipline in order to achieve their best outcomes. We will provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school will take pride in leading the children in The Leys on their journey - both educational and for life; enabling them to drive their own futures to greater success and shape our diverse community for the better.</p>
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### Modelling the Culture

Teaching the Curriculum	<ul style="list-style-type: none"> <li>• Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Leys learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.</li> <li>• The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects and revised regularly throughout the year, particularly after holidays.</li> <li>• 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 'Leys learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year, particularly when new children start at the school.</li> <li>• 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</li> </ul>	<b>The process for teaching behaviour explicitly is as follows</b>
		<ul style="list-style-type: none"> <li>• IDENTIFY the behaviour we expect</li> <li>• Explicitly TEACH behaviour</li> <li>• MODEL the behaviour we are expecting</li> <li>• PRACTISE behaviour</li> <li>• NOTICE excellent behaviour</li> <li>• CREATE conditions for excellent behaviour</li> </ul>
		<p>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</p>

### Maintaining the Culture

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.	The Leys Learning pathways	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences	Extra-curricular clubs - lunchtime and after school	Pupil Parliament and School Cabinet	Active Umbrella	Assemblies Global Fridays
	PHSE 1 Decision RSE	British Values  SMSC	Computing Purple Mash	Mental health /Wellbeing support	Community Work, including charity awareness.	Physical Education	STEAM learning

Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> <li>Know that you should always say ‘please’ when you are asking for something.</li> <li>Know that you should always say ‘thank you’ when you receive something or someone does something nice for you.</li> <li>Know that you should let any waiting adults through a doorway before walking through yourself.</li> <li>Know that you should say ‘Good morning/afternoon’ to adults if spoken to.</li> <li>Know that it is polite to give eye contact to the person you are talking to.</li> <li>Know that it is important to show gratitude to others by thanking people for what they have done for you</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Know that we wear full uniform and it is worn correctly.</li> <li>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</li> <li>Know that we can wear a watch and no other jewellery</li> <li>Know to bring correct PE kit as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Know that we enter/exit in silence and we walk into/out of the hall</li> <li>Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit</li> <li>Know the sitting space and in which order</li> <li>Know the expectations for sitting</li> <li>Know that we sit cross-legged with a straight back and hands still</li> <li>Know that we face the assembly leader and face forwards with eyes on the speaker</li> <li>Know that we use silent hands-up to contribute</li> <li>Know that we use manners when speaking</li> <li>Know that we participate actively – singing, listening etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know that we walk around school quietly</li> <li>Know that we walk in a straight line</li> <li>Know that we line up in our agreed line order</li> <li>Know that we are polite and courteous to adults / other children with a greeting</li> <li>Know that we open doors for others</li> <li>Know that we pick up litter, coats and resources if on the floor or untidy</li> <li>Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)</li> <li>Know that they do not cycle or scooter around the site before or after school</li> </ul>	<ul style="list-style-type: none"> <li>Know that we use a quiet voice and talk to the children opposite or adjacent to them only</li> <li>Know that we line up – one behind the other, quietly.</li> <li>Know that when eating, we stay in our seats facing our food</li> <li>Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1)</li> <li>Know that we chew with our mouths closed</li> <li>Know that we say please and thank you</li> <li>Know that we put our hand up for adult attention</li> <li>Know that we walk in the dining room</li> <li>Know that if we have eaten a school dinner we put our own rubbish in bin</li> <li>Know that if we have eaten a packed lunch, we take wrappers home.</li> <li>Know that we clear away our table space, cutlery, plate, cup and leave tidy.</li> <li>Know that we ask an adult to leave the dining room</li> <li>Key stage 1 children sit quietly on the mat waiting for collection.</li> </ul> <p><i>If school lines pupils up as they leave, specify the expectation in line with lining up expectation- see moving around school</i></p>
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> <li>Know that you must try to attend school every day.</li> <li>Know that you must try to arrive at school on time every day.</li> <li>Know that attending school on time every day is important so that you don’t miss important learning</li> </ul>	<ul style="list-style-type: none"> <li>Know how to follow the stopping strategy: ‘3’ stop what you are doing ‘2’ everything out of your hands ‘1’ eyes on the front/eye contact with adult, With no noise.</li> <li>Know that we keep our workspaces /resources tidy (before/during/after work)</li> <li>Know to be punctual</li> <li>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</li> <li>Know that we walk to the line sensibly</li> <li>Know that we line up in the order displayed in the classroom</li> <li>Know that we place chair under the table when leaving seat</li> <li>Know that we walk in a quiet, calm manner around the classroom</li> <li>Know that we treat equipment appropriately and with respect</li> </ul>	<ul style="list-style-type: none"> <li>Know that we walk to the line sensibly</li> <li>know that we line up in the order displayed in the classroom</li> <li>Know that we place chair under the table when leaving seat</li> <li>Know that we walk in a quiet, calm manner</li> </ul>	<ul style="list-style-type: none"> <li>Know that we are respectful of the learning environment</li> <li>Know to take care of displays when lining up</li> <li>Know to place all litter in a dustbin, do not walk past</li> <li>Know to walk around school in a quiet, sensible manner</li> <li>Know that we pick up coats and place back on pegs / report to the class teacher</li> </ul>	<p><b>We know how to set out our work in our books:</b></p> <ul style="list-style-type: none"> <li>Date – left hand side on the learning slip in words (except for day number); 6 digit format used in Maths books</li> <li><b>Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books</b></li> <li>Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil</li> <li><b>Maths books – one digit one square question number followed by dot and then one square</b></li> <li>Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils.</li> </ul>
Playtime Behaviour		Lining Up	Behaviour outside of school	<p>See Maths and English Presentation grids for KS1 and 2 for more details.</p> <p><b>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</b></p>
<ul style="list-style-type: none"> <li>Know that you must walk from your classroom to the playground using Fantastic Walking.</li> <li>Know that you must play safely without hurting anyone.</li> <li>Know that we do not ‘play fight’ because we may hurt someone by accident.</li> <li>Know that you must be kind, by including people in your games and sharing equipment.</li> <li>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>Know that, when 1st whistle is blown you must stop and listen and when the 2nd whistle is blown line up in your lining up order quickly</li> </ul>	<ul style="list-style-type: none"> <li>Know that we place our arms by our side</li> <li>Know that we face forward</li> <li>Know that we stand with straight backs / good posture</li> <li>Know that we line up in silent</li> <li>Know that we walk in single file</li> <li>Know that we</li> </ul>	<ul style="list-style-type: none"> <li>Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully.</li> <li>Know that we should be considerate of other people arriving and leaving school.</li> <li>Know that being considerate means thinking about other people’s needs, wishes and feelings.</li> <li>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> <li>We know how to stay safe online and use technology sensibly and safely.</li> <li>We know who to go to for help and support</li> </ul>		

All adults in school will model expected behaviours by

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> <li>Know that you should always say 'please' when you are asking for something.</li> <li>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</li> <li>Know that you should let any waiting adults through a doorway before walking through yourself.</li> <li>Know that you should say 'Good morning/afternoon' to adults if spoken to.</li> <li>Know that it is polite to give eye contact to the person you are talking to.</li> <li>Know that it is important to show gratitude to others by thanking people for what they have done for you</li> <li>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.</li> </ul>	<p>Ensure uniform is correct at all times</p> <p>Provide 'spare' correct uniform as appropriate</p> <p>Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform.</p> <p>Be understanding and fair yet uphold the standards expected</p> <p>Check uniform regularly, in line with the routines part of this document</p> <p>Present themselves in appropriate dress, in line with staff policy</p>	<ul style="list-style-type: none"> <li>Verbally remind children of expectations and praise children for meeting them</li> <li>Organise class into appropriate order in classroom</li> <li>Ensure uniform is checked</li> <li>Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils)</li> <li>Praise/remind children for following expectations of sitting and participation</li> <li>Remind children to gain attention if necessary</li> <li>Lead children into assembly modelling expectations</li> <li>Actively engage with assembly</li> <li>Ensure orderly exit from hall and return to class</li> <li>Praise and reward as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Regularly remind class of expectations when moving through school</li> <li>Line the class up - establish a class order</li> <li>Check smartness of pupils before and after moving</li> <li>In instances of unwanted behaviour – stop the class and recap expectations</li> <li>Be polite and courteous to adults / other children with a greeting and hold/open doors for one another</li> <li>Take pride in appearance – shirts tucked in etc.</li> <li>Praise and reward children</li> <li>Model manners and showing courtesy to others- e.g., holding doors open</li> <li>Do not set off with a class/group until all expectations are met- including uniform and volume</li> </ul>	<ul style="list-style-type: none"> <li>Check uniform on entry and exit of dining hall</li> <li>Use the trust 'attention' signal</li> <li>Support and model to pupils to use knife and fork</li> <li>Remind pupils of expectations</li> <li>Monitor the cleaning of plates and cutlery</li> <li>Check and remind of manners</li> <li>Check spaces as pupils leave the eating space</li> <li>Praise and reward the correct behaviour</li> </ul>
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> <li>Know that you must try to attend school every day.</li> <li>Know that you must try to arrive at school on time every day.</li> <li>Know that attending school on time every day is important so that you don't miss important learning</li> </ul>	<ul style="list-style-type: none"> <li>Establish, teach and model routines and expectations</li> <li>Greet children and adults on entry to the room</li> <li>Use clear instructional language</li> <li>Be on time to each lesson</li> <li>To be consistent in routines/behaviour/expectations</li> <li>Ensure allocated places for pupils – table/carpet</li> <li>Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, Widget, water bottles etc.</li> </ul>	<p>Use agreed stopping strategies</p> <p>Ensure children line up in order- in line with school decision on how that order is decided</p> <p>Praise or stop and reinforce expectations as required</p>	<ul style="list-style-type: none"> <li>Ensure tidy work spaces including their desk area</li> <li>Ensure all space outside their classroom is clutter free</li> <li>Pick up any rubbish and place in the dustbin, do not walk past it</li> <li>Ensure all displays are kept in good order</li> <li>Pick up coats and place back on pegs / report to the class teacher</li> <li>Praise/reward/prompt children as required</li> </ul>	<p>Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used</p> <p>Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in.</p>
Playtime Behaviour	<ul style="list-style-type: none"> <li>Ensure workspaces/classroom is tidy, including their own desk</li> <li>Have the lining up order displayed in the classroom</li> <li>Use transitional songs /rhymes etc. where appropriate</li> </ul>	Lining Up	Behaviour outside of school	<p>Follow the marking and feedback policy</p> <p>Model the expectations of presentation in their marking – handwriting and no crossing out in pen</p>
<ul style="list-style-type: none"> <li>Know that you must walk from your classroom to the playground using Fantastic Walking.</li> <li>Know that you must play safely without hurting anyone.</li> <li>Know that we do not 'play fight' because we may hurt someone by accident.</li> <li>Know that you must be kind, by including people in your games and sharing equipment.</li> <li>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>Know that, 1st whistle means stop and listen and 2nd whistle means you must line up in your lining up order quickly</li> </ul>	<p>Use agreed stopping strategies</p> <p>Ensure children line up in order- in line with school decision on how that order is decided</p> <p>Praise or stop and reinforce expectations as required</p>	<ul style="list-style-type: none"> <li>Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully.</li> <li>Know that we should be respectful of other people arriving and leaving school.</li> <li>Know that being respectful means thinking about other people's needs, wishes and feelings.</li> <li>Know that examples of being respectful on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.</li> <li>We know how to stay safe online and use technology sensibly and safely.</li> <li>We know who to go to for help and support</li> </ul>		

## Embedding the Behaviour Curriculum

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Behaviour Expectations and Routines</b>	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Introduce weekly behaviour targets that focus on The Leys behaviours. Peer mentors, House Captains and Sports Ambassadors chosen and trained	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Sprints	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Sprints	Revisit learning behaviours and expectations - Weekly Sprints Teach routines and expectations explicitly as part of transition activities Announce termly House Point winners
<b>Assembly Themes</b>	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, Hannak, 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/traveller month, Eid-al-adha
<b>SMSC</b>	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
<b>Safeguarding Curriculum</b>	Mental Health Questionnaire Safety hand Fire Safety y 2-6 Road Safety Y4	Well being week whole school.  Safe touch Y1	Safer Internet Day Safety hand	First Aid Training  Road Safety Day – whole school Y6 Crucial Crew	Safety hand Staying Safe in the Community: Playing out Staying Safe Conception and birth -Y6	Transition  PANTS (NSPCC) KS1 Puberty- body changes Y5 FGM and sensitive issues – Y6
<b>PHSE Curriculum</b>	Being me in my world  School Cabinet elected	Celebrating difference  How do we treat others with respect? Votes For Schools  Anti-Bullying Week	Dreams and goals  Identifying mental health worries and sources of support  Votes For Schools	Healthy Me Taking personal responsibility Exploitation, including ‘county lines’ and gang culture  Votes For Schools	Relationships How can we look after each other and the world?  Votes For Schools	Changing Me  Coping with change Preparing for transition  Careers
<b>PE Curriculum</b>	Swimming & Water Safety – Year 4  Playground Leaders established After school clubs start	Swimming & Water Safety – Year 4	Swimming & Water Safety – Year 4	Swimming & Water Safety – Year 4	Swimming & Water Safety – Year 4	Swimming & Water Safety Y6

Computing Curriculum	E-Safety rules	Cyberbullying	Staying Safe Online: How to report a concern Safer Internet Day	Saying Safe Staying Safe: Making Friends online Online gaming and gambling Reducing screen time Dangers of online grooming	How to use technology safely, respectfully and responsibly;	Recognise acceptable/unacceptable behaviour;
	SMART Rules - S	SMART Rules - M	SMART Rules - T	SMART Rules - A	SMART Rules - R	SMART Rules -T
Wider Community	Mini police Y5	Mini police Y5 Police Visit – Talk gangs / Knife Crime (Anti Bullying Week) Road Safety Week	Children’s mental Health Week NSPCC Visit	International Week World Book day	Healthy Living	Being Responsible – Looking after the environment