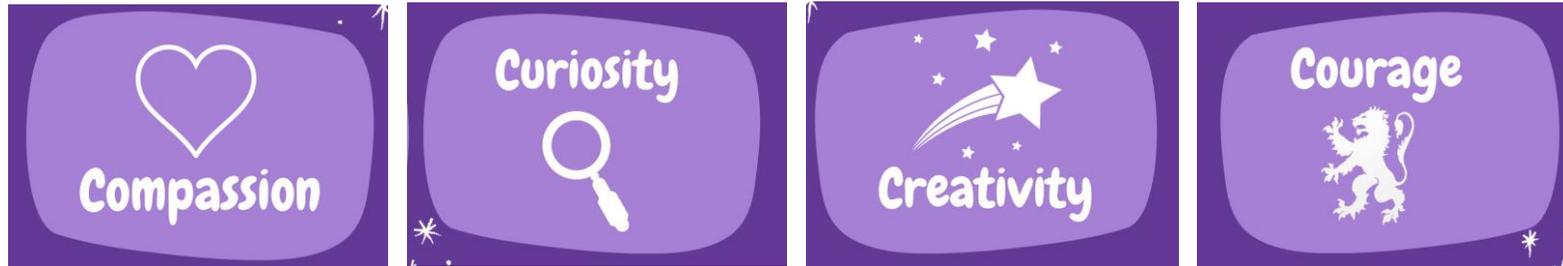


Fulbourn Primary School Behaviour Curriculum



Our Values



We believe that:

- Children who have **courage** and self-belief are most likely to achieve their aspirations;
- Children who are **curious** about learning will question the world around them and always challenge themselves and others;
- Children who have **compassion** will be, and teach others to be, better human beings;
- Children who are **creative** will be able to solve the problems of the future.

The aims of behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in our school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.

We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

Our School Rules

Ready	Respectful	Safe
We are on time	We listen to others and expect to be listened to	We use equipment safely
We wear our school uniform	We are polite and remember our manners	We move around the school sensibly
We take care of our belongings	We take care of our school and its resources	We act and speak kindly
We follow instructions first time	We include everyone	We keep ourselves safe online and in our community
We join in and try our best	We respect differences	We take risks safely

Our process for teaching our behaviour curriculum



Teaching behaviour is the responsibility of every adult working in school. Everyone has a role to play whether that be in explicitly teaching the behaviour curriculum, noticing children behaving well and creating the conditions required to maintain excellent behaviour. By doing so, we support each other to create a culture where pupils and staff feel safe and able to learn and teach.

We also understand that children will need opportunities to revisit our behaviour curriculum regularly, particularly after school holidays and when they transition to a new class. Regularly revisiting the behaviour curriculum will also support children to deepen and refine their learning as they grow, mature and develop.

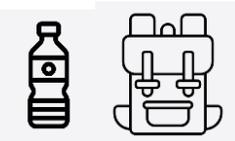
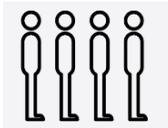
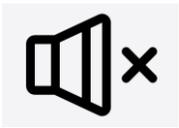
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full behaviour curriculum – Tribe week	Reset expectations and address areas for development	Full recap of behaviour curriculum – resetting post-holiday – Tribe days	Reset expectations and address areas for development	Full recap of behaviour curriculum – resetting post-holiday – Tribe days	Reset expectations and address areas for development

Inclusion and SEND

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and stages of development. It may also be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact. Sensitivity must be applied at all times when teaching the curriculum and specific programmes of support will be provided for children who require them. Staff are well-trained to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

Routines

We have a simple set of agreed routines which support our school community to thrive.

Routine	What does it look like?
<p data-bbox="152 724 362 767">Start of day</p> 	<ul data-bbox="779 647 1473 842" style="list-style-type: none">• Doors open punctually at 8.40am• Greet the adult with a 'good morning' and a smile• Organise personal belongings• Start early morning task• Registration    
<p data-bbox="152 1118 674 1209">Lining up and moving around the school inside</p> 	<ul data-bbox="779 1090 1473 1241" style="list-style-type: none">• Line up in alphabetical order, calmly• Stand silently, without touching those around you• Walk silently in single file on the left• Do not touch walls or displays   

Stopping and listening

- Adult will signal to stop
- Children will stop and look at the adult silently with empty hands
- Adult will wait for children to be silent and looking with empty hands
- Adult may praise good examples and INSIST
- Adult will begin instructions



Turn and talk

- Adult asks a question/gives a topic for discussion
- Children have silent individual thinking time
- Children prepare (talk to hand or write/draw idea on whiteboard)
- Children turn 'knee to knee'
- 'Time to Talk'



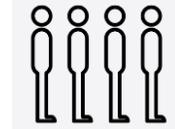
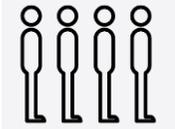
Cold call

- Adult asks a question
- Children have silent individual thinking time
- Adults selects someone to respond
- Adult responds to the answers
- Adult selects another child to respond



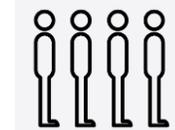
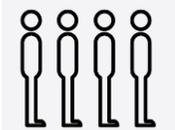
Assembly

- Arrive in a silent line
- Thank door holders with BSL 'thank you' if desired
- Sit silently without touching those around you
- Look at the speaker and participate fully
- Follow silent stopping signal (hand up) when required
- Leave silently in a line



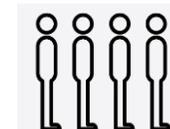
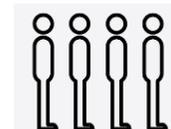
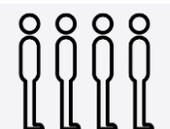
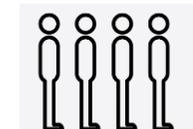
Crossing the road (group crossing)

- Walk in a calm quiet line
- Crossing adults in high vis will mark group crossing point
- Children stand silently behind the kerb, in single file, facing the road between the crossing adults
- Crossing adults will check road safety and that everyone is ready
- Crossing adult will say 'Everyone ready, across we go'
- Children walk across the road together
- Walk in a calm quiet line



Crossing the road (single file)

- Walk in a calm quiet line
- Crossing adults in high vis will mark single crossing point
- Line of children stand silently behind the kerb, in single file, facing the road
- Crossing adults will check road safety
- Crossing adult will say 'Across we go'
- Children walk in single file across the road
- Walk in a calm quiet line



Our Explorers' Code

Our Explorers' Code sets out our school values and behaviours we teach to ensure all children are ready, respectful and safe in the school community.



Ready

- We are on time
- We wear our school uniform
- We take care of our belongings
- We follow instructions first time
- We join in and try our best

Respectful

- We listen to others and expect to be listened to
- We are polite and remember our manners
- We take care of our school and its resources
- We include everyone
- We respect differences

Safe

- We use equipment safely
- We move around the school sensibly
- We act and speak kindly
- We keep ourselves safe online and in our community
- We take risks safely