



**Be** respectful

**P**repared for learning

**S**afe at all times

The Belvedere Preparatory School  
Behaviour Curriculum 2024-2026

## Introduction

At The Belvedere Preparatory School, we aim *to prepare our children for life*. In line with our motto, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect our pupils to demonstrate. We want to help our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that, as pupils practise these behaviours, over time they become automatic routines that will positively shape how they feel about themselves and how other people perceive them.

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

## Adaptations

While this curriculum is for all pupils, sensitivity must be applied at all times. It will be applied differently in different year groups. It may also be applied differently depending on individual pupils' SEND needs.

## Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

## Behaviour

Know that there are three behaviour expectations in school. These are to

- be respectful,
- be prepared for learning
- be safe at all times

Know the following examples of these three principles:

### Be Respectful

- GREET EACH OTHER POLITELY OF A MORNING
- SAY PLEASE AND THANK YOU
- SAY KIND WORDS TO OTHERS
- HOLD DOORS OPEN FOR OTHERS
- WIN AND LOSE GRACEFULLY
- RESPECT SCHOOL PROPERTY BY LOOKING AFTER IT
- RESPECT OTHERS' RIGHT TO LEARN
- VALUE DIFFERENCES

## Prepared for learning

- COME TO SCHOOL WITH THE CORRECT EQUIPMENT
- LISTEN CAREFULLY TO YOUR TEACHER AND OTHERS
- CONTRIBUTE TO LESSONS
- START YOUR WORK STRAIGHT AWAY
- FILL UP YOUR WATER BOTTLES AND GO TO THE TOILET AT BREAK TIMES
- COMPLETE TARGETS
- ALWAYS TRY YOUR BEST

## Safe at all times

- STAND STILL AND LISTEN WHEN YOU HEAR THE SCHOOL BELL
- LINE UP IN LINE ORDER
- WALK QUIETLY AROUND SCHOOL IN SINGLE FILE
- LINE UP OUTSIDE CLASSROOMS BEFORE ENTERING
- KEEP YOUR CLOAKROOM CLEAN AND TIDY
- KEEP OUR SCHOOL CLEAN AND TIDY
- ALWAYS FOLLOW SCHOOL RULES

### **Behavioural Routines**

#### **Arriving at school at the beginning of the day**

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up and get what I need for class.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin target work.

#### **Transitioning within a lesson and at the end of a lesson**

Know that when the teacher signals (1) I should stop what I am doing.

Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals (3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.

**Silent signaller** to gain the attention of a class quickly and effectively:

When I see the teacher signal I will respond by being silent and facing forward ready to listen to instructions. This means I can follow instructions first time round.

**Safe Walking** to keep everyone safe in school and to make sure the learning of other classes is not disrupted:

- Face forward
- Walk in a straight line
- Keep my hands by side
- Walk without talking
- Wait without leaning on walls

**School Bell** to make sure that everyone finishes breaktimes safely and that we are maximising learning time in school:

When I hear the first bell (1) I should stop what I am doing and get off equipment and collect my belongings

When I hear the second bell (2) I should stand still and walk to my class line when told

When I hear the third bell (3) I should face forward and silently wait for my class teacher

## **Established Expectations**

### **Using good manners**

Know that we expect all children to use good manners. "Good manners" means:

Know that I should always say '**please**' when I am asking for something

Know that it is important to show **gratitude** to others by saying thank you to people for what they have done for me

Know that I should say 'Good morning/afternoon' to adults using their name.

Know that a calm and polite tone is respectful

Know that I don't interrupt others, but wait patiently for my turn

### **Contributing to Lessons**

Know that we expect all children to contribute in class. Good contributing means:

I will listen to the class teacher or whoever is speaking

I will consider my responses before sharing  
I will put my hand up so my teacher knows I want to contribute during whole class discussions  
I will share my answers/contributions in a clear voice using full sentences  
I will build on what others have said

### **Classroom Behaviour**

Know that we expect all children to demonstrate good behaviour for learning.  
Good class room behaviour means:

Know that I should not be leaving my seat during a lesson unless I have asked to do so  
Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time  
Know that I should not have any objects on the table that distract me from my learning  
Know that it is my responsibility to keep my table clear from clutter  
Know that I have a responsibility to ensure that the classroom is kept tidy  
Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to speak

### **Completing work in books**

Know that we expect all children to achieve their best standard of presentation.  
A good standard of presentation means:

Know that I should always work on the next available page unless told otherwise  
Know that I should date every piece of work  
Know that if I am writing a title, I must underline it with a ruler  
Know that I should always write neatly and clearly, with joined up handwriting  
Know that I should always start writing from the margin  
Know that in Mathematics I should use one digit per box  
Know that in Mathematics I should always leave a one square space line between calculations  
Know that whenever I am drawing lines, I should use a ruler  
Know how to correct mistakes by drawing a straight line through work using a ruler and pencil

### **Playtime Behaviour**

Know that we expect all children to play safely and happily at playtimes. Safe playtime behaviour means:

Know that I must walk from my classroom to the playground using Safe Walking  
Know that I must play carefully without hurting anyone  
Know that I do not 'play fight' because I may hurt someone by *accident*  
Know that I must be **kind** by including people in my games and sharing

equipment

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people

Know that I must follow the three bell signals and stop when I hear the first bell and come off equipment

Know that I must walk into line when I hear the second bell

Know that I must stand quietly and face forward on the third bell and wait until my teacher is ready

Know that I must walk back to class using Safe Walking

### **Lunchtime Behaviour**

Know that we expect all children to use etiquette at lunch times. Etiquette means:

Know that I use Safe Walking when walking to the lunch queue

Know that I collect my food and sit down straight away

Know that I should use a normal talking volume when in the hall. I should not be raising my voice

Know that I should use a knife and fork correctly

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin

Know that once I have cleared my plate that I use *Safe Walking* when walking from the dining hall to the playground

### **Dealing with negative behaviour**

All staff will use a calm and measured voice when addressing children to investigate or challenge negative behaviour

Briefly the basic questions to ask are:

- What happened? (What happened from your perspective?)
- What were you thinking when ...? (Thoughts influence actions)
- What were you feeling when ...? (Emotions influence actions)
- Who has been affected by...? (Empathy)
- What do you need now so that we can move on? (Needs and unmet needs)
- How can we address everyone's needs together? (Collective responsibility for problem solving and decision making)

**CHILD FRIENDLY VERSION OF BEHAVIOUR MANAGEMENT**

If things go wrong in class and you haven't made the right behaviour choices, we will help you to put it right.

1) A behaviour reminder will be given. For example: "[Name], I can see you're off task and not listening. Do you need any help?"

2) A second behaviour reminder will be given. For example: Your teacher will come and speak just to you. They might remind you of our school rules and ask you to follow them. This might happen more than once.

They will notice if your behaviour changes for the better.

3) A firmer behaviour reminder will then be given. Your teacher will speak to you calmly and privately and remind you of our expectations.

You will be given time to reflect on your behaviour and help to decide what needs to be done to put things right.

4) If your behaviour doesn't change, your teacher will give you time out to calm/reflect. This will usually be in classroom or if we feel it will help you, in your other year group class.

This will be for a short time only.

5) When you return from time-out your teacher will talk to you about your behaviour and you'll be welcomed back with a fresh start.

It might need a conversation with your parents/carers.

If your behaviour hasn't changed then you might need another time-out or conversation with a senior member of staff and a Behaviour Target will be given to help you.

**REASONABLE ADJUSTMENTS MUST BE MADE FOR AGE AND DEVELOPMENT.**

*Where a child has recognised issues: SEND diagnosis, mental health conditions ( ACE/significant change in circumstances that amount to disability) and this adversely affects their behaviour we make reasonable adjustments to our policy, the physical environment, the support we offer and how we respond to particular situations.*

<b>LOW LEVEL</b> dropping litter/ leaving equipment out/ not listening/ distracting others/interrupting others/slow to line up/ name calling			<b>SERIOUS INCIDENT</b> swearing/bullying/defiance/hitting/ spitting /racism/damaging school property
<b>LOW LEVEL ONE OFF</b>	<b>LOW LEVEL REPEATED</b>	<b>LOW LEVEL PERSISTENT</b>	<b>SERIOUS INCIDENT</b>
You might  Use non-verbal cues to avoid disruption /flow Express private disapproval at the end of the lesson Reset expectations (script 1) and set a clear verbal target Allow take up time to let the child process the instruction and avoid confrontation in front of an audience	You might  Give time out within the classroom/ move their seat position  Give a closed choice: You can either get on with your work now or complete it at breaktime  Reset expectations by completing a reflection form at the following breaktime  Record in Blue Class Folder	You might  Give time out of lessons with a member of SLT/TEACHER – no discussion.  Follow up on the incident yourself at the next opportunity with a member of SLT/TEACHER (script 2)  Meet formally with parents supported with a member of SLT/TEACHER  Give the child a target and monitor/remind of inappropriate behaviour  Review in two weeks	Remove the child from the classroom/playground  Inform a member of SLT  Call parents in for meeting to reset expectations  Put the child on a behaviour plan and review in two weeks – the child must check in daily with a teacher and a weekly report given to parents
	SLT will review the reflection forms and meet with children at the end of the week for two or more incidents in the one week.		
	Inform Parents	Record on the appropriate form	SLT might set an internal exclusion if appropriate



## USING SCRIPTS

SCRIPT 1 RESETTING EXPECTATIONS	SCRIPT 2 REFLECTING AND INCIDENT	SCRIPT 3 PARENTAL MEETING
<p>Do you remember (yesterday/last week) when you (give example of previously positive behavior)?</p> <p>This is the [name] I know and that is the [name] I need to see today.</p> <p>Be ready/be safe/be respectful</p> <p>Thank you for listening</p>	<p>Tell me about what has happened.</p> <p>Tell me what you were thinking at the time.</p> <p>Tell me what you think about it now.</p> <p>Tell me about how what you did might have made others feel.</p> <p>Tell me about what your ideas to put things right.</p> <p>Tell me about what you will do differently in the future.</p> <p>Tell me our rules.</p>	<p><b>Explain the reason for the meeting</b>  <b>(To the parent)</b> Thank you for meeting me. Unfortunately, [name] chose to be rude to an adult / walk out of class (for example) today. This is unacceptable.</p> <p><b>Refer back to the rules and give a sanction</b>  <b>(To the child, using BPS rules as a prompt)</b>  Name, what are the rules? What rule did you break? I am very disappointed. The consequence of being rude to an adult / walking out of class for example is X.</p> <p><b>(To the parent)</b>  Working together on issues like this is best. Can you think of a sanction at home too please?</p> <p><b>Reset expectations</b>  <b>(To the child)</b>  I expect you to be respectful at all times / stay in the classroom where I can keep you safe. Do you understand? (Insist on a 'Yes, Miss / Mrs / Mr X.') Thank you</p>

**BEHAVIOUR REFLECTION FORM**

NAME OF PUPIL	
NAME OF TEACHER	
YEAR GROUP	DATE
SCHOOL RULE	
WHO DID THIS AFFECT?	
WHAT COULD HAVE DONE DIFFERENTLY?	

