
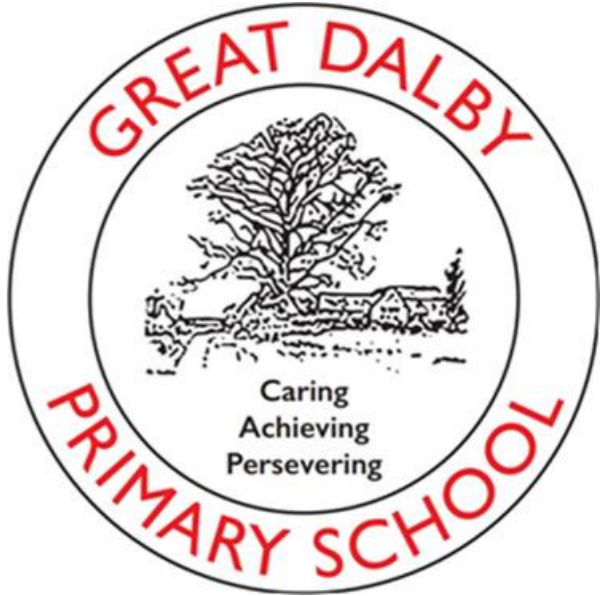


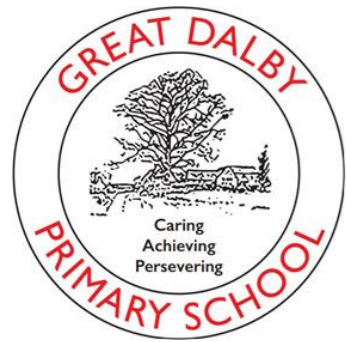
Great Dalby Primary School



Behaviour Curriculum



# Great Dalby Primary School Behaviour Curriculum



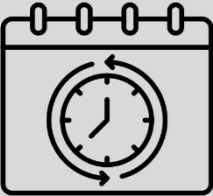
# Great Dalby Behaviour Curriculum Overview

## Achieving Greatness, Together

Great Dalby Primary School



Behaviour Curriculum

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Overview</b>	In Reception, children are typically between 4 and 5 years old and are just beginning their educational journey. It is essential to introduce and teach them basic manners and social skills that will form a foundation for their future interactions. Here are the manners that we expect to be taught and reinforced during Reception:	In Year 1, children are typically around 5-6 years old and are in the early stages of learning about manners and social interactions. Here are the manners we expect to be taught and reinforced during Year 1:	In Year 2, children are typically around 6-7 years old and are building their social skills and understanding of appropriate behaviour. It is important to teach them manners that promote kindness, respect, and consideration for others. Here are the manners that we expect to be taught and reinforced during Year 2:	In Year 3, children are typically around 7-8 years old and are becoming more independent and socially aware. It is important to teach them manners that promote respect, consideration for others, and positive social interactions. Here the manners that we expect to be taught and reinforced during Year 3:	In Year 4, children are typically around 8-9 years old and are developing more social awareness and interaction skills. Teaching manners at this stage helps children understand the importance of respectful behaviour and considerate actions towards others. Here are some manners that can be taught during Year 4:	In Year 5, children are typically around 9-10 years old and are continuing to develop their social skills and manners. It is important to explicitly teach manners that promote respect, consideration for others, and positive interactions. Here are the manners that we expect to be taught and reinforced during Year 5:	In Year 6, children are at an age where they can be taught more advanced manners and social etiquette. It is important to emphasise respectful and considerate behaviour both in the classroom and in interactions with peers, teachers, and other school staff. Here are the manners that will be taught and reinforced during Year 6:
 <p><b>Core Routines</b></p> <p>These are the core school routines which must be regularly taught and rehearsed to ensure schools runs efficiently and smoothly for all. Core routines are * and in bold.</p>	<p><b>Greetings and Politeness</b>            *Using Appropriate Voices Routine:  <b>Why we do it:</b> Using appropriate voices helps create a peaceful and respectful environment.  <b>What we do:</b> When we are indoors or in a quiet place, we use our indoor or quiet voices. When we are outside or in a big space, we can use our normal voices. This way, we show that we understand when to be quiet and when it's okay to talk louder.</p> <p><b>Listening and Taking Turns in Conversation:</b>            *Listening and Respectful Communication Routine:  <b>Why we do it:</b> Listening carefully and waiting our turn to talk helps us understand and be kind to each other.  <b>What we do:</b> When someone is talking, we pay attention and don't interrupt. We track the speaker by looking at them, facing them, and waiting until they finish. We don't talk when someone else is speaking. This way, we show respect and create a good way to talk and share without any interruptions.</p> <p>*Raising Hands and Waiting for Turn Routine:  <b>Why we do it:</b> Raising our hand and waiting for our turn helps everybody feel respected and listened to.  <b>What we do:</b> When we have something to say or an idea to share, we raise our hand and wait patiently for our turn. This way, we ensure that everyone gets a chance to speak and feels respected and listened to.</p> <p><b>Manners in Assembly</b>            *Entering and Exiting the Hall for Assembly Routine:  <b>Why we do it:</b> Entering the hall silently and sitting down ready helps us start our assembly smoothly. Leaving the hall in silence and a single file line maintains order and respect.  <b>What we do:</b> When we enter the hall for assembly, we do it silently and sit down in our line, facing the front. We sit down ready to listen and participate. After assembly, we leave the hall quietly in a line. We remember the order: Class 5 goes first, then Class 4, Class 1, Class 2, and Class 3. This way, we show respect, and have a smooth transition to and from assembly.</p> <p><b>Smart Sitting</b>            *Sitting with Proper Posture Routine:  <b>Why we do it:</b> Sitting with proper posture helps us focus and engage during lessons and activities.  <b>What we do:</b> When we're sitting, we cross our legs, sit up straight, face forward, and keep our hands still. This way, we're ready to listen, learn and take part.</p> <p>*Sitting on a Chair Correctly Routine:  <b>Why we do it:</b> Sitting correctly on a chair promotes comfort and attentiveness during lessons and activities.  <b>What we do:</b> When we sit on a chair, we place our feet flat on the floor. We sit up straight, with our backs against the chair and our hands resting on the table. This way, we're comfortable and ready to learn.</p> <p><b>Entering School</b>            *Lining Up in Set Register Order Routine:  <b>Why we do it:</b> Lining up quickly and sensibly helps us move quietly to our next learning.  <b>What we do:</b> When it's time to make a line, we stand in our class order. We look ahead, keep our arms down, and we don't talk. This helps us move nicely and quietly from one place to another.</p>						

**Moving Around School**

\*Walking Silently in Corridors in Line Routine:

**Why we do it:** Walking quietly in a line in the hallways keeps us safe, shows respect, and makes a peaceful atmosphere.

**What we do:** When we walk in the corridors around school, we walk in a straight line and stay silent. This helps others work and learn without disturbances. It makes the corridors safe and peaceful for everyone.

**Listening and Following Instructions:**

\*Stop and Focus Routine:

**Why we do it:** Having a signal helps us know when to stop and listen.

**What we do:** When an adult in school raises their hand and counts 3, 2, 1, it means "Stop!" We are silent, raise our hand and look at the adult instantly. This helps us listen and get ready for what's next.

\*Listening to the Whistle Routine:

**Why we do it:** Stopping and listening to the whistle keeps us safe and helps us know what's happening.

**What we do:** When we hear the whistle, we stop moving immediately, stand still, and listen carefully. This helps us be safe and understand what's going on.

**Cleanliness and Tidiness:**

\*Keeping School Spaces Neat Routine:

**Why we do it:** Tidying up our classroom and cloakroom helps us stay organised and make our school look great.

**What we do:** At the end of the lesson and school day, we put away things we used in the classroom and make sure our chairs are under our desks. In the cloakroom, we hang our coats and bags on our hooks and keep lunch boxes on the trolley. This way, our school stays neat and tidy, making it a nice place for everyone.

**Following Classroom Rules:**

\*Water Bottle Management Routine:

**Why we do it:** Keeping our water bottles in the right place and drinking at the right times helps us stay focused.

**What we do:** We put our water bottles in the water bottle box, not on our tables. We drink water when it's time. This way, we're focused and can pay attention better.

\*Responsible Handling of Equipment Routine:

**Why we do it:** Taking care of equipment and putting it away properly keeps everything in good shape.

**What we do:** We don't play with the equipment and put it back in the middle of the table when we're done. This way, we're careful with things, and our workspace stays clean and organised, helping us learn.

**Time and Punctuality:**

\*Being Ready for Learning Routine:

**Why we do it:** Being prepared helps us learn better.

**What we do:** Before lessons start, we make sure we've had a drink, used the toilet, and are ready to listen and learn. This way, we're all set to have a great lesson and learn.

**Greetings and Politeness****Greetings and Politeness Routine:**

**Why we do it:** Greetings and politeness create a friendly and respectful school.

**What we do:** When we see someone, we smile and say, "Hello" or "Good morning/afternoon." When we want something, we say "please." When someone does something nice, we say "thank you." This way, we show kindness and good manners.

**Holding Doors Open for Adults Routine:**

**Why we do it:** Holding doors open for adults is a thoughtful and kind gesture.

**What we do:** When we see an adult approaching a door, we walk to the door and hold it open for them. We wait until they pass through before we go. This way, we show respect and helpfulness to adults.

**Knocking on the Door and Waiting Routine:**

**Why we do it:** Knocking and waiting shows respect for others' privacy and time.

**What we do:** When we want to enter a room, we knock on the door gently. Then, we wait patiently until someone says, "Come in" or opens the door for us. This way, we show consideration and good manners.

**Offering Help to Others Routine:**

**Why we do it:** Offering help shows kindness and support to friends and grown-ups.

**What we do:** When we see someone who might need help, we ask, "Can I help you?" If they say yes, we do our best to help them. This way, we show that we care and want to help other.

**\*Using Appropriate Voices Routine:**

**Why we do it:** Using appropriate voices helps create a peaceful and respectful environment.

**What we do:** When we are indoors or in a quiet place, we use our indoor or quiet voices. When we are outside or in a big space, we can use our normal voices. This way, we show that we understand when to be quiet and when it's okay to talk louder.

	<p><b>Addressing Adults and Peers Respectfully Routine:</b>  <i>Why we do it:</i> Addressing others with respect shows good manners and consideration.  <i>What we do:</i> When we talk to adults, we use titles like "Mr.," "Mrs.," or "Miss" before their last name (e.g., "Mr. Smith"). This way we show that we are respectful and polite to adults.</p> <p><b>Waiting our Turn and Not Interrupting Routine:</b>  <i>Why we do it:</i> Waiting our turn and not interrupting shows respect for others.  <i>What we do:</i> When someone is speaking or doing something, we wait patiently until they finish before we talk or join in. If we have something to say, we raise our hand or wait for a pause. This way, we show that we value others' thoughts and actions.</p>
<p><b>Sharing and Taking Turns:</b></p>	<p><b>Taking Turns and Using Polite Phrases Routine:</b>  <i>Why we do it:</i> Taking turns and using polite phrases help us work together and communicate better.  <i>What we do:</i> When we play games or do activities, we take turns so everyone gets a chance. If we want a turn or want to share something, we can say, "May I have a turn, please?" or "Can I share that with you?" This way, we show respect and make people happy.</p> <p><b>Waiting Patiently and Being Generous Routine:</b>  <i>Why we do it:</i> Waiting patiently and being generous when sharing show kindness and understanding.  <i>What we do:</i> When it's someone else's turn, we wait without complaining. When we share materials, games, or equipment, we make sure everyone has a chance to use them. This way, we show that we care about others having fun too.</p>
<p><b>Respect for Personal Space and Property:</b></p>	<p><b>Respecting Belongings and Seeking Permission Routine:</b>  <i>Why we do it:</i> Treating others' belongings with respect and asking for permission shows consideration and responsibility.  <i>What we do:</i> We understand that belongings are special to each person. We don't take anything without asking for permission. If we want to borrow something, we always ask first. This way, we show respect for others' things and show responsibility.</p> <p><b>Respecting Personal Space Routine:</b>  <i>Why we do it:</i> Respecting personal space ensures everyone can move and play comfortably without feeling crowded.  <i>What we do:</i> We give others enough room to move and play comfortably. We don't stand too close or push each other. This way, we show that we care about others' comfort and create a happy environment.</p> <p><b>Understanding Boundaries and Consent Routine:</b>  <i>Why we do it:</i> Understanding personal boundaries and seeking consent shows respect for others' comfort and feelings.  <i>What we do:</i> We learn that everyone has personal boundaries, which means we need permission before hugging or touching someone. We always ask, "May I give you a hug?" or "Is it okay if I touch your toy?" This way, we show that we care about others' feelings and respect their space.</p> <p><b>Treating School Property with Care Routine:</b>  <i>Why we do it:</i> Treating school property with care shows responsibility and respect for shared resources.  <i>What we do:</i> We handle books, equipment, and furniture gently, making sure not to damage them. We use them put them back where they belong. This way, we take care of our school and make sure everything lasts for everyone to use.</p> <p><b>Picking Up Litter, Coats, and Resources Routine:</b>  <i>Why we do it:</i> Picking up litter and keeping our belongings tidy shows responsibility and respect for our school environment.  <i>What we do:</i> If we see litter, coats, or resources on the floor or untidy, we pick them up and put them where they belong. This way, we help keep our school clean and organised.</p> <p><b>Respectful Play Routine:</b>  <i>Why we do it:</i> Not grabbing others during play helps make school safe and shows respect.  <i>What we do:</i> When we're playing, we don't grab or hold onto others. This way, we ensure everyone feels safe and respected during playtime.</p>
<p><b>Table Manners</b></p>	<p><b>Basic Table Manners Routine:</b>  <i>Why we do it:</i> Practicing good table manners shows respect and consideration when dining with others.  <i>What we do:</i> When we sit at the table, we sit up straight and use our cutlery properly. We chew with our mouths closed and don't talk with food in our mouths. We also wait our turn to speak and say "please" and "thank you." This way, we show respect and make mealtimes enjoyable for everyone.</p> <p><b>Using Appropriate Voices at Meal Times Routine:</b>  <i>Why we do it:</i> Using appropriate voices during meals creates a pleasant and respectful dining atmosphere.</p>

	<p><b>What we do:</b> When we're at the table, we use indoor voices - not too loud and not too quiet. We speak to the people next to us without shouting across the table. This way, we create a peaceful and enjoyable mealtime environment for everyone.</p> <p><b>Clearing Table Space Routine:</b>  <b>Why we do it:</b> Clearing our table space after a meal promotes cleanliness and respect for shared areas.  <b>What we do:</b> After finishing our meal, we clear our table space. We put away our cutlery, plate, and cup. This way, we leave the table tidy and ready for the next person.</p>
<b>Listening and Taking Turns in Conversation:</b>	<p><b>*Listening and Respectful Communication Routine:</b>  <b>Why we do it:</b> Listening carefully and waiting our turn to talk helps us understand and be kind to each other.  <b>What we do:</b> When someone is talking, we pay attention and don't interrupt. We track the speaker by looking at them, facing them, and waiting until they finish. We don't talk when someone else is speaking. This way, we show respect and create a good way to talk and share without any interruptions.</p> <p><b>*Raising Hands and Waiting for Turn Routine:</b>  <b>Why we do it:</b> Raising our hand and waiting for our turn helps everybody feel respected and listened to.  <b>What we do:</b> When we have something to say or an idea to share, we raise our hand and wait patiently for our turn. This way, we ensure that everyone gets a chance to speak and feels respected and listened to.</p>
<b>Kindness and Empathy:</b>	<p><b>Kindness and Empathy Routine:</b>  <b>Why we do it:</b> Showing kindness and empathy makes the world a better place for everyone.  <b>What we do:</b> When someone feels sad or needs help, we listen and say something nice or lend a hand. We treat others how we want to be treated, making our school a kind and helpful place for everyone.</p> <p><b>Promoting Acts of Kindness and Consideration Routine:</b>  <b>Why we do it:</b> Acts of kindness and consideration make everyone feel happy and valued.  <b>What we do:</b> We like to help our friends by sharing things and being helpful. We use nice words to cheer them up and make them feel good. This makes our school a happy place where everyone feels valued and supported.</p>
<b>Uniform</b>	<p><b>Wearing School Uniform Correctly Routine:</b>  <b>Why we do it:</b> Wearing our school uniform correctly helps us look smart and feel united as a school community.  <b>What we do:</b> We wear our school uniform proudly, making sure our shirts are neatly tucked in. It shows we're part of our school. Remember, hats are for outside only. This makes us all look the same and like we're one big team at school.</p> <p><b>Bringing the Correct PE Kit Routine:</b>  <b>Why we do it:</b> Bringing the correct PE kit ensures active participation and readiness for physical activities.  <b>What we do:</b> On P.E. days, we bring our special P.E. kit, with the right clothes and shoes for moving around. It helps us be ready for P.E. and exercise. This shows we're responsible and excited to be active.</p> <p><b>Responsibility of Wearing School Uniform Routine:</b>  <b>Why we do it:</b> Wearing our school uniform represents our school community, and we must always act responsibly and respectfully.  <b>What we do:</b> When we wear our school uniform, we're like school ambassadors. We act nicely and treat others well. This makes our school happy and shows we're proud to be part of it.</p>
<b>Pride in our Learning</b>	<p><b>Following the Presentation Code for Neat Work Routine:</b>  <b>Why we do it:</b> Following the presentation code helps us keep our work neat and organised.  <b>What we do:</b> When we're doing our work, we follow the presentation code. We always present our work neatly. This way, we take pride in our work and make it easy to read and understand.</p>
<b>Manners in Assembly</b>	<p><b>*Entering and Exiting the Hall for Assembly Routine:</b>  <b>Why we do it:</b> Entering the hall silently and sitting down ready helps us start our assembly smoothly. Leaving the hall in silence and a single file line maintains order and respect.  <b>What we do:</b> When we enter the hall for assembly, we do it silently and sit down in our line, facing the front. We sit down ready to listen and participate. After assembly, we leave the hall quietly in a line. We remember the order: Class 5 goes first, then Class 4, Class 1, Class 2, and Class 3. This way, we show respect, and have a smooth transition to and from assembly.</p> <p><b>Celebrating Success with Claps Routine:</b>  <b>Why we do it:</b> Clapping to celebrate success shows support and positivity.  <b>What we do:</b> When someone tells us about something great they did or we hear about their achievements, we give them a clap and show we're happy for them. This makes everyone feel good and excited. We don't shout, we just clap and smile.</p>
<b>Smart Sitting</b>	<p><b>*Sitting with Proper Posture Routine:</b>  <b>Why we do it:</b> Sitting with proper posture helps us focus and engage during lessons and activities.  <b>What we do:</b> When we're sitting, we cross our legs, sit up straight, face forward, and keep our hands still. This way, we're ready to listen, learn and take part.</p>

	<p><b>*Sitting on a Chair Correctly Routine:</b>  <b>Why we do it:</b> Sitting correctly on a chair promotes comfort and attentiveness during lessons and activities.  <b>What we do:</b> When we sit on a chair, we place our feet flat on the floor. We sit up straight, with our backs against the chair and our hands resting on the table. This way, we're comfortable and ready to learn.</p>
Entering School	<p><b>*Lining Up in Set Register Order Routine:</b>  <b>Why we do it:</b> Lining up quickly and sensibly helps us move quietly to our next learning.  <b>What we do:</b> When it's time to make a line, we stand in our class order. We look ahead, keep our arms down, and we don't talk. This helps us move nicely and quietly from one place to another.</p>
Moving around school	<p><b>*Walking Silently in Corridors in Line Routine:</b>  <b>Why we do it:</b> Walking quietly in a line in the hallways keeps us safe, shows respect, and makes a peaceful atmosphere.  <b>What we do:</b> When we walk in the corridors around school, we walk in a straight line and stay silent. This helps others work and learn without disturbances. It makes the corridors safe and peaceful for everyone.</p>
Personal Hygiene:	<p><b>Personal Hygiene Routine:</b>  <b>Why we do it:</b> Practicing good personal hygiene helps us stay healthy and feel our best.  <b>What we do:</b> We wash our hands with soap and water after using the restroom, before eating, and when they're dirty. We cover our mouth and nose with a tissue or elbow when we cough or sneeze. This way, we help keep ourselves and others healthy.</p>
Respecting Differences:	<p><b>Being Kind to Everyone Routine:</b>  <b>Why we do it:</b> Being nice to everyone makes our school a happy and friendly place for all.  <b>What we do:</b> We never make fun of or leave out others because they're different. We think it's great to be different. We use kind words and treat everyone with respect. This way, our school is like a big family where everyone feels good.</p> <p><b>Being Polite and Thoughtful Routine:</b>  <b>Why we do it:</b> Saying and doing nice things shows we care about others.  <b>What we do:</b> We never say mean things or jokes about how people look or what they believe. We talk nicely and treat each other kindly. This makes our school a safe and caring place.</p> <p><b>Learning About Each Other Routine:</b>  <b>Why we do it:</b> Learning about different people helps us understand the world and make friends.  <b>What we do:</b> We celebrate our friends' cultures, languages, and ways of doing things. If we're curious, we ask questions politely such as 'Can you tell me more about...?' to learn and make new friends. This makes our school a fun and interesting place to be.</p>
Listening and Following Instructions:	<p><b>Listening and Doing Routine:</b>  <b>Why we do it:</b> Listening to instructions helps us learn and be safe.  <b>What we do:</b> When adults give us instructions, we stop, look, and listen. We do what they say right away. If we're not sure, we ask questions. This way, we're good learners and keep safe.</p> <p><b>*Stop and Focus Routine:</b>  <b>Why we do it:</b> Having a signal helps us know when to stop and listen.  <b>What we do:</b> When an adult in school raises their hand and counts 3 ,2, 1, it means "Stop!" We are silent, raise our hand and look at the adult instantly. This helps us listen and get ready for what's next.</p> <p><b>*Listening to the Whistle Routine:</b>  <b>Why we do it:</b> Stopping and listening to the whistle keeps us safe and helps us know what's happening.  <b>What we do:</b> When we hear the whistle, we stop moving immediately, stand still, and listen carefully. This helps us be safe and understand what's going on. A second whistle means we alphabet line up instantly.</p>
Resolving Conflicts Peacefully:	<p><b>Problem-Solving Friends Routine:</b>  <b>Why we do it:</b> Solving problems without being mean helps us stay friends and feel good.  <b>What we do:</b> When we have a problem, we talk nicely about it, sharing our feelings and listening to our friends' feelings. We try to find a way that makes everyone happy. If we can't, we ask a grown-up for help. This way, we stay friends and feel better.</p> <p><b>Saying Sorry and Being Kind Routine:</b>  <b>Why we do it:</b> Saying sorry and forgiving show that we care about each other.</p>

	<p><b>What we do:</b> If we do something wrong, we say sorry and try to make it better. When someone says sorry to us, we forgive them. This way, we're kind to each other and keep our friendship strong.</p> <p><b>Solving Problems and Letting Go Routine:</b>  <b>Why we do it:</b> Working out problems and not staying upset helps us feel better.  <b>What we do:</b> If we're not getting along, we talk and listen, trying to understand and find answers. We don't hold onto bad feelings. This way, we learn to fix things and be happy together.</p>
<b>Using Polite Words:</b>	<p><b>Polite Words and Friendly Talk Routine:</b>  <b>Why we do it:</b> Using polite words and friendly talk makes everyone feel nice and understood.  <b>What we do:</b> When we talk, we use words like "please," "thank you," and "excuse me." We also say kind things like "You're really good at that!" or "I like your idea!" This way, our words make others happy and our conversations go well.</p> <p><b>Active Listening and Looking Routine:</b>  <b>Why we do it:</b> Listening and looking show that we care about what others are saying.  <b>What we do:</b> When someone is speaking, we stop, look at them, and listen. We don't talk over them or ignore them. This way, we understand and show we care about their words.</p> <p><b>Helping Hands and Kind Words Routine:</b>  <b>Why we do it:</b> Helping and using kind words make everyone feel supported and good.  <b>What we do:</b> If someone needs help or is sad, we offer help or say something nice. We treat them how we want to be treated. This way, we make our school a caring and friendly place.  make child friendly</p>
<b>Cleanliness and Tidiness:</b>	<p><b>*Keeping School Spaces Neat Routine:</b>  <b>Why we do it:</b> Tidying up our classroom and cloakroom helps us stay organised and make our school look great.  <b>What we do:</b> At the end of the lesson and school day, we put away things we used in the classroom and make sure our chairs are under our desks. In the cloakroom, we hang our coats and bags on our hooks and keep lunch boxes on the trolley. This way, our school stays neat and tidy, making it a nice place for everyone.</p>
<b>Following Classroom Rules:</b>	<p><b>*Water Bottle Management Routine:</b>  <b>Why we do it:</b> Keeping our water bottles in the right place and drinking at the right times helps us stay focused.  <b>What we do:</b> We put our water bottles in the water bottle box, not on our tables. We drink water when it's time. This way, we're focused and can pay attention better.</p> <p><b>*Responsible Handling of Equipment Routine:</b>  <b>Why we do it:</b> Taking care of equipment and putting it away properly keeps everything in good shape.  <b>What we do:</b> We don't play with the equipment and put it back in the middle of the table when we're done. This way, we're careful with things, and our workspace stays clean and organised, helping us learn.</p>
<b>Gratitude and Appreciation:</b>	<p><b>Acknowledging and Thanking Routine:</b>  <b>Why we do it:</b> Saying "thank you" and showing appreciation is a nice way to be kind to others.  <b>Why we do it:</b> When someone helps us, we say "thank you" with a smile. It makes them happy, and we feel good too. This way, we spread happiness and show we care.</p> <p><b>Recognising Peers' Achievements Routine:</b>  <b>Why we do it:</b> Saying nice things when our friends do something great makes them feel happy.  <b>Why we do it:</b> When our friends do something awesome, we tell them and say 'Well done'. This makes them proud and excited. We're happy for them! This way, we're all friends who support each other.</p> <p><b>Showing Gratitude to Teachers and School Staff Routine:</b>  <b>Why we do it:</b> Saying "thank you" to teachers and helpers makes them know we appreciate them.  <b>What we do:</b> We tell our teachers and helpers "thank you" for teaching us and keeping us safe. This way, they feel good about helping us and feel valued.</p> <p><b>Expressing Gratitude Routine:</b>  <b>Why we do it:</b> Thinking about good things and saying "thank you" helps us be happy.  <b>What we do:</b> Every day, we think about something that makes us happy and say "thank you" for it. We can tell our family or write it down. This way, we learn to see good things around us and feel thankful.</p>
<b>Being a Good Sport:</b>	<p><b>Practicing Good Sportsmanship Routine:</b>  <b>Why we do it:</b> Being a good sport means being kind and happy, whether we win or not.  <b>What we do:</b> When we play games, we cheer for everyone and say "good game" when we're done. We high-five or shake hands with our friends on the other team. This way, we show respect, kindness, and make everyone feel good.</p> <p><b>Promoting Fair Play and Respect for Rules Routine:</b></p>

	<p><b>Why we do it:</b> Playing fair and following rules is important for everyone to have fun.</p> <p><b>What we do:</b> We always play games by the rules. We don't try to cheat or be sneaky. Even if we really want to win, we know it's better to play honestly. This way, we have fun together and show that being fair is best.</p>
<b>Respectful Communication:</b>	<p><b>Giving Helpful Feedback Routine:</b></p> <p><b>Why we do it:</b> Giving feedback helps our friends get better and feel supported.</p> <p><b>What we do:</b> When we want to help, we use nice words to say how they did well and what they could try next time. We don't say things that might make them sad. This way, we help each other grow and feel good.</p> <p><b>Using Kind Words and Respectful Talk Routine:</b></p> <p><b>Why we do it:</b> Using kind words and talking nicely helps us get along and understand each other.</p> <p><b>What we do:</b> We use friendly words like "please," "thank you," and "excuse me." We talk with a gentle voice that makes people feel happy. This way, we make our school a friendly and respectful place for everyone</p>
<b>Time and Punctuality:</b>	<p><b>Being on Time Routine:</b></p> <p><b>Why we do it:</b> Arriving on time shows we're ready and respect everyone's time.</p> <p><b>What we do:</b> We arrive at class on time so we don't keep our friends or teachers waiting. If we're late, we say sorry for making them wait. This way, we're responsible and kind to others.</p> <p><b>*Being Ready for Learning Routine:</b></p> <p><b>Why we do it:</b> Being prepared helps us learn better.</p> <p><b>What we do:</b> Before lessons start, we make sure we've had a drink, used the toilet, and are ready to listen and learn. This way, we're all set to have a great lesson and learn.</p>
<b>Internet Etiquette:</b>	<p><b>Using the Internet Safely Routine:</b></p> <p><b>Why we do it:</b> Being safe online helps us have a positive experience.</p> <p><b>What we do:</b> We use kind words and treat others online the way we would in person. We don't say mean things or post hurtful comments. We also remember that once we post something, it's there forever. This way, we create a friendly and safe online world.</p>

The Great Dalby Behaviour Curriculum is necessary to establish a clear framework for promoting positive behaviour, character development, and a respectful and harmonious school environment. It helps create a shared understanding of expected behaviours among pupils, teachers, staff, and parents. The Great Dalby Behaviour Curriculum aims to offer:

- **Consistency:** The behaviour curriculum provides consistent guidelines and expectations for behaviour throughout the school. This consistency helps pupils understand what is acceptable behaviour in various settings, promoting a sense of security and stability.
- **Character Development:** The curriculum focuses on fostering positive character traits and values, such as care, respect, kindness, empathy, and responsibility. These traits are essential for pupils' personal growth and future success.
- **Creating a Positive Environment:** The behaviour curriculum contributes to a positive school culture where pupils, teachers, and staff interact respectfully and work collaboratively. This environment enhances the overall learning experience and boosts well-being.
- **Conflict Resolution:** The curriculum can teach pupils effective conflict resolution skills, helping them learn how to communicate and solve problems in a peaceful and respectful manner.
- **Social Skills:** The structured curriculum helps pupils develop social skills like active listening, communication, and empathy. These skills are crucial for building positive relationships and understanding diverse perspectives.
- **Preventing Bullying and Negative Behaviours:** By explicitly addressing behaviours that are not acceptable, the curriculum helps prevent bullying, exclusion, and other negative behaviours. It empowers pupils to recognise and respond appropriately to such situations.
- **Accountability:** The curriculum sets clear expectations for behaviour, making students accountable for their actions. It helps them understand the consequences of their choices and encourages responsible decision-making.
- **Parent Involvement:** The behaviour curriculum provides a common language and framework for teachers and parents to discuss behaviour expectations and reinforce positive behaviours at home and school.
- **Preparation for Future Success:** Learning appropriate behaviour and social skills at an early age prepares students for success beyond the school environment. These skills are valuable for building relationships, working collaboratively, and being responsible citizens.
- **Cultivating a Positive School Identity:** The behaviour curriculum, links to the school values of care, achieve and preserving. It helps foster a sense of identity and pride among pupils, teachers, and staff. It reinforces the school's mission and vision.

In summary, a Great Dalby Behaviour Curriculum is a proactive approach to creating a positive and respectful school culture, developing pupils' character, and preparing them for success in various aspects of life. It empowers pupils to make positive choices, treat others with kindness, and contribute to a safe and welcoming learning environment.