



Behaviour Curriculum

'Belonging, Being, Becoming'



<p>The aims of behaviour curriculum</p>	<p>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.</p> <p>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, acceptance 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. Through encouraging positive behaviour patterns, we can promote good relationships throughout our school community built on trust and understanding. 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.</p>
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<p>Teaching the curriculum</p>	<ul style="list-style-type: none"> • Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The 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. • The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects • 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 'learning behaviours' curriculum is revisited with pupils and will continue to be reinforced throughout the year. • 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 	<p>The process for teaching behaviour explicitly is as follows</p> <p>IDENTIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour</p> <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>
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Be ready	Be respectful	Be safe
<ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> • We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society 	<ul style="list-style-type: none"> • We follow instructions - first time, every time. We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

<p>Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.</p>	<p>Educational visits including residentials</p>	<p>Enrichment Wednesdays</p>	<p>Experiences and visitors</p>	<p>Memorable experiences</p>	<p>Extra-curricular clubs</p>
	<p>PSHE</p>	<p>RSE</p>	<p>Assemblies</p>	<p>Computing</p>	<p>The Arts, including music, art and drama</p>
	<p>Community Work, including charity awareness</p>	<p>Physical Education</p>	<p>Outdoor Learning for All</p>		

Behaviour Curriculum

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"> •Know that you should always say ‘please’ when you are asking for something. •Know that you should always say ‘thank you’ when you receive something or someone does something for you. •Know that you should let any waiting adults through a doorway before walking through yourself. •Know that you should say ‘Good morning/afternoon’ to adults if spoken to. •Know that it is polite to give eye contact to the person you are talking to. •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. 	<ul style="list-style-type: none"> •Know that we wear full uniform, and it is worn correctly - shirts tucked in, no jumpers around waists etc. •Know that we wear plain black shoes or trainers to school (no colours) •Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately •Know that we can wear a watch and one pair of small stud earrings. •Know to bring correct PE kit as appropriate •Long hair is tied up 	<ul style="list-style-type: none"> •Know that we enter/exit quietly when we walk into/out of the hall •Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit •Know the sitting space and in which order •Know the expectations for sitting •Know that we sit cross-legged with a straight back and hands still •Know that we face the assembly leader and face forwards with eyes on the speaker •Know that we use silent hands-up to contribute •Know that we use manners when speaking •Know that we participate actively – singing etc. 	<ul style="list-style-type: none"> •Know that we walk around school quietly •Know that we walk in a straight line •Know that we line up in our agreed line order •Know that we are polite and courteous to adults / other children with a greeting •Know that we open doors for others •Know that we pick up litter, coats and resources if on the floor or untidy •Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> •Know that we wash hands before eating •Know that we use a quiet voice and talk to the children opposite or adjacent to them only •Know that we line up – one behind the other, quietly and stay in our places •Know that when eating, we stay in our seats facing our food •Know that we use a knife and fork appropriately •Know that we chew with our mouths closed •Know that we say please and thank you •Know that we put our hand up for adult attention •Know that we walk in the dining room •Know that if we have eaten a school dinner, we collect own rubbish and put in the bin •Know that if we have eaten a packed lunch, we take wrappers home. •Know that we clear away our table space, cutlery, plate, cup and leave tidy. •Know that we ask an adult to leave the dining room
Attendance and Punctuality	Ready to learn	Moving to the line in class	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> •Know that you must try to attend school every day. • Know that you must try to arrive at school on time every day. • Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> •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. •Know that we have good sitting posture: •Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) •Know that we keep our workspaces /resources tidy (before/during/after work) •Know to be punctual •Know how to be ready for the lesson e.g., had a drink, toilet break etc. •Know that we walk to the line sensibly •Know that we line up in the order displayed in the classroom •Know that we place the chair under the table when leaving seat •Know that we walk in a quiet, calm manner around the classroom •Know that we treat equipment appropriately and with respect 	<ul style="list-style-type: none"> •Know that we walk to the line sensibly •Know that we line up in the order displayed in the classroom •Know that we place chair under the table when leaving seat •Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> •Know that we are respectful of the learning environment •Know to take care of displays when lining up •Know to place all litter in a dustbin, do not walk past •Know to walk around school in a quiet, sensible manner •Know that we pick up coats and place back on pegs / report to the class teacher 	<ul style="list-style-type: none"> •We know how to set out our work in our books •Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce •Date underlined with ruler and sharpened pencil •Learning objective – stick in straight and under the date •Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil •Maths books – one digit one square question •Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. •We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc
Playtime Behaviour		Lining Up	Behaviour outside school	
<ul style="list-style-type: none"> •Know that you must walk from your classroom to the playground using Fantastic Walking. •Know that you must play safely without hurting anyone. •Know that we do not ‘play fight’ because we may hurt someone by accident. •Know that you must be kind, by including people in your games and sharing equipment. •Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. 	<ul style="list-style-type: none"> •Know that we place our arms by our side •Know that we face forward •Know that we stand with straight backs / good posture •Know that we line up in silent •Know that we walk in single file •Know that, when called, you must line up in your lining up order quickly 	<ul style="list-style-type: none"> •Know that when we are wearing school uniform we are representing the school community. •Know that we should be considerate of other people arriving and leaving school. •Know that being considerate means thinking about other people’s needs, wishes and feelings. •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. •We know how to stay safe online and use technology sensibly and safely. •We know who to go to for help and support 		

Behaviour Curriculum

All adults in school will model expected behaviours by

Respectful Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> •Know that you should always say 'please' when you are asking for something. •Know that you should always say 'thank you' when you receive something or someone does something nice for you. •Know that you should say 'Good morning/afternoon' if spoken to. •Know that it is polite to give eye contact to the person you are talking to. •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. 	<ul style="list-style-type: none"> •Ensure uniform is correct at all times •Provide 'spare' correct uniform as appropriate •Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. •Be understanding and fair yet uphold the standards expected •Check uniform regularly, in line with the routines part of this document •Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> •Verbally remind children of expectations and praise children for meeting them •Organise class into appropriate order in classroom •Ensure uniform is checked •Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) •Praise/remind children for following expectations of sitting and participation •Remind children to gain attention if necessary •Lead children into assembly modelling expectations •Actively engage with assembly •Ensure you instruct your class to stand at the end of assembly and orderly exit from hall and return to class •Praise and reward as appropriate 	<ul style="list-style-type: none"> • Regularly remind class of expectations when moving through school •Line the class up - establish a class order •Check smartness of pupils before and after moving •In instances of unwanted behaviour – stop the class and recap expectations •Be polite and courteous to adults / other children with a greeting and hold/open doors for one another •Take pride in appearance – shirts tucked in etc. •Praise and reward children •Model manners and showing courtesy to others- e.g., holding doors open •Do not set off with a class/group until all expectations are met- including uniform and volume 	<ul style="list-style-type: none"> •Check uniform on entry and exit of dining hall •Support and model to pupils to use knife and fork •Remind pupils of expectations •Monitor the cleaning of plates and cutlery •Check and remind of manner •Check spaces as pupils leave the eating space •Praise and reward the correct behaviour
Attendance and Punctuality	Ready to learn	Moving to the line in class	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> •Know that you must try to attend school every day. •Know that you must try to arrive at school on time every day. •Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> •Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise •Establish, teach and model routines and expectations •Greet children and adults on entry to the room •Use clear instructional language • Be on time to each lesson •To be consistent in routines/behaviour/expectations 	<ul style="list-style-type: none"> •Use agreed stopping strategies •Ensure children line up in order- in line with school decision on how that order is decided •Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> •Ensure tidy work spaces including their computer desk (no adults have desks in classrooms) •Ensure all space outside their classroom is clutter free •Pick up any rubbish and place in the dustbin, do not walk past it •Ensure all displays are kept in good order •Pick up coats and place back on pegs / report to the class teacher •Praise/reward/prompt children as required 	<ul style="list-style-type: none"> •Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used •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. •Follow the marking and feedback policy giving immediate feedback to children on basic errors, letter reversals, spellings, punctuation •Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime Behaviour		Lining Up	Behaviour outside school	
<ul style="list-style-type: none"> •Know that you must model walking from your classroom to the playground using Fantastic Walking. •Know that you must encourage children to play safely without hurting anyone. •Know that we do not allow 'play fight' because we may hurt someone by accident. •Know that you must be kind, by including people in your games and sharing equipment. •Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. •Know that, when called, you must line up in your lining up order quickly 	<ul style="list-style-type: none"> •Ensure allocated places for pupils – table/carpet •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, CIP (communicate in print), water bottles etc. •Ensure workspaces/classroom is tidy, including their own desk •Have the lining up order displayed in the classroom •Use transitional songs /rhymes etc. where appropriate 	<ul style="list-style-type: none"> •Use agreed stopping strategies •Ensure children line up in order- in line with school decision on how that order is decided •Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> •Know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully. •Know that we should be considerate of other people arriving and leaving school. •Know that being considerate means thinking about other people's needs, wishes and feelings. •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. •We know how to stay safe online and use technology sensibly and safely. •We know who to go to for help and support 	

Behaviour Curriculum

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
Behaviour expectations and routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Introduce weekly behaviour walks that focus on behaviours.	Revisit learning behaviours and expectations – Weekly walks Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly walks	Revisit learning behaviours and expectations – Weekly Walks Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Walks	Revisit learning behaviours and expectations - Weekly Walks Teach routines and expectations explicitly as part of transition activities Announce termly House Point winners
Assembly themes	Democracy and Mutual Respect (International Day of Democracy), Peace (International Day of Peace), Black History Month, World Mental Health Day, European day of language	Remembrance, Individual liberty, Guy Fawkes, UK Parliament week, Diwali, International day of disabled persons, Human Rights Day, St Nicholas, 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, South Asian heritage month, Eid-al-adha
SMSC	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
Safeguarding Curriculum	Mental Health Training Fire Safety y 2-6 Road Safety Y4	Anti – bullying week whole school. Safe touch Y1	Safer Internet Day	First Aid Training Road Safety Day – whole school Y6 Crucial Crew	Staying Safe in the Community: Playing out Staying Safe Conception and birth with school nursing team – Y6	Transition PANTS (NSPCC) KS1 Puberty- body changes Y5 FGM and sensitive issues – Y6
PSHE Curriculum	Being me in my world Votes For House Captains / School Council	Celebrating difference How do we treat others with respect? Anti-Bullying Week	Dreams and goals Identifying mental health worries and sources of support	Healthy Me Taking personal responsibility Exploitation, including 'county lines' and gang culture	Relationships How can we look after each other and the world?	Changing Me Coping with change Preparing for transition
PE	Swimming & Water Safety – Playground Buddies Sports Leaders After school clubs start				Show Racism the red card National Sports Week	Swimming & Water Safety
Computing	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;
Wider Curriculum		Police Visit – Talk gangs / Knife Crime (Antibullying Week) Road Safety Week	Children's mental Health Week NSPCC Visit	International Week World Book day	Swimming and Water Safety	Being Responsible – Looking after the environment

Behaviour Curriculum in the EYFS

Adults and children follow all of the aspects set out above and make some adaptations due to the developmental needs and age of our youngest learners.

From the moment children enrol and then enter our setting, there is a high expectation of behaviour.

- Practitioners set our clear expectations of behaviour to all stakeholders.
- Practitioners are role-models of good behaviour. They develop strong relationships with all children in order to address and improve behaviour.
- Practitioners know that PSED is a prime area of learning and underpins everything that is done and undertaken within our setting.
- Practitioners plan daily learning activities which address the behaviour learning outcomes identified above and within the EYFS Statutory Curriculum.
- Practitioners work with parents and other professionals such as health visitors and SEND specialists where necessary in order to support children's behaviour.



We know that our behaviour curriculum works because children remember more of the school rules, routines and expectations. This can be during a few moments, a session or over a longer period of time.

Self-regulation is a key area of the EYFS statutory curriculum. All practitioners know that self-regulation enables children to focus their thinking, monitor and adapt what they are doing, regulate and cope with strong feelings, be patient about what they want and bounce back when encountering difficulties.

The ELG states that at the end of their time in the EYFS children at the expected standard – **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**

Making Relationships, Managing Self, Self-regulation

MR An EYFS Citizen will know, remember or do . . .

N Be able to leave their caregiver.
 Play with others showing and saying their ideas. Take turns and share with adult support.
 Through their play, they show their interest in other children.
 Begin to ask for help through actions or words.
 To know the names of adults and other children within the class.
 R To express their needs and wants to other children appropriately using words and actions.
 Name a friend and enjoy playing with them.
 To take turns and share resources with other children.
 To ask adults for help.

MS An EYFS Citizen will know, remember or do . . .

N To use the toilet with increasing independence.
 Recognise when they need the toilet.
 Use the toilet/ sinks appropriately.
 Put their coat on and attempts to do their zip up.
 Can use a spoon, knife and fork, sometimes needing help.
 Able to make a choice between two activities and play with this for a few minutes.
 Can request help by showing or using simple words/ sentences.
 R Use the toilet independently, usually being dry throughout the day.
 Put their coat on, doing up the zip and other clothing – aprons, PE shorts.
 Use eating equipment, often without spilling and keeping themselves clean.
 Sustain their interest in an activity of their own choosing for longer periods, sometimes showing a high level of engagement.
 Can communicate their needs and wants, asking for help from others.

SR An EYFS Citizen will know, remember or do . . .

N To identify three basic emotions; happy and not happy (sad), angry/ cross. To begin to identify these in others/ characters.
 Can sit quietly at appropriate times.
 To follow simple adult requests, with modelling.
 To follow simple rules which are repeated daily.
 Begins to take turns and share resources with adult help.
 R To join in with the routine of the day with a simple verbal request or action.
 To identify more complex emotions such as shock, excitement.
 To follow an adult request, sometimes with more than one part and understands the reason for this request.
 Can state some of the school rules, adhere to these and begin to explain why these rules are in place.
 To play with another child sharing and taking turns with resources with increasing independence.

An EYFS Citizen will say . . .

Mummy, daddy, nanny, Miss Reese, play,
 my turn, you, other children's names
 Your turn, share, Can I . . . ? It's my turn,
 friend, help

An EYFS Citizen will say . . .

Toilet, wee, pooh, zip, up, down, knife,
 fork, spoon, cut, safe, not safe, hurt,
 play, do this
 On my own, apron, on, coat, top,
 trousers, clean, choose, I want, I need, help

An EYFS Citizen will say . . .

Happy, not happy, sad, listen, angry,
 rule, safe, good sitting
 Angry, hungry, shocked, excited,
 feeling, safe, my turn, your turn, share,
 because, together, next, after

In addition to those set out above, for the whole school, all adults in the EYFS will teach and support expected behaviours by

Strong Routines	School Rules and Rewards	Key Texts	PSED planned provision	Environment
<ul style="list-style-type: none"> Greeting and goodbyes Ready to learn Good listening behaviour Snack-time; waiting, patience, taking turns, talking, using 'riskier' equipment such as china cups/ knives, support self-care by wiping mouths etc. Toilet routines; regular reminders, timers, sequencing pictures 	<ul style="list-style-type: none"> Behaviour management system recognising positive behaviour every day. Verbal praise used regularly. Positive reframing; noticing amazing behaviour. Children given responsibilities. Be safe like Florence Nightingale Be brave like Emmanuel Ofosu Yeoboah Be proud like King Charles Be successful like Mo Farrah Be respectful like Jane Goodall 	<ul style="list-style-type: none"> All texts in the Reading Spine have clear PSED links such as Not Now Bernard; the impact of not listening to others etc. Emotions books displayed; The Colour Monster, The Bad Seed, Emotions, Ruby's Worry, Ravi's Roar. Morals in simple Fairytales; The Gingerbread Man, Three Little Pigs, Three Billy Goats Gruff, Goldilocks and the Three Bears, The Pied Piper of Hamelin 	<ul style="list-style-type: none"> Risk-taking play <ul style="list-style-type: none"> Safe tool use in the Woodwork Area/ junk modelling, cookery and malleable play Physical opportunities at forest school; climbing trees, obstacles Physical opportunities in the outdoor area Handling creatures and animals Journey through board games planned. All activities which encourage collaboration 	<ul style="list-style-type: none"> Regulation station; channelling emotions to focus on a more positive activity/ outcome Emotions tent; places to be calm or refocus Sensory room Large and small places provided. Tools Glass and china resources throughout the setting
<p>Nursery Rhymes Squiggle While You Wiggle Dough Disco</p>	<p>High -quality Interactions</p>			
<ul style="list-style-type: none"> To join in with words and actions at the correct time. To enjoy this but be able to manage my feelings of excitement To ensure I move safely To manage the effect of movement in relation to my emotions 	<ul style="list-style-type: none"> Adults playing with children, sharing in their interests and developing positive relationships. Giving attention to good behaviour. Adults use language of regulation; "Will you be able to cope if I leave some resources on the table?" "You are really persevering! You are trying a different way to solve the problem now." "How about . . . Have you tried . . ." "Thank you for being so patient." Now and next to support choices, develop perseverance. Communication/ emotions fans and emotions stones Co-regulation; adults modelling breathing techniques Strategies such as timers, distraction, giving choices, making suggestions, modelling, drawing out ways to move forward, offering help, encouraging children to help one another, sensory objects/ fidget toys. 			

Teaching and embedding the behaviour curriculum through carefully selected topics.

Autumn 'U is for Unique'	Spring 'C is for Community'	Summer 'A is for Alive'
U is for Unique; a sense of belonging, sharing their own interests, people who are important to them. Listening about other people's experiences – respecting similarities and differences.	Understanding their place within the local community, listening to other people's experiences, jobs and way of life. Developing an understanding of the rule of law- visit from Community Support Officers.	Philosophy for children - exploring human nature, what it is to be human and alive. Caring for others and living things. Visit from the RSPCA.