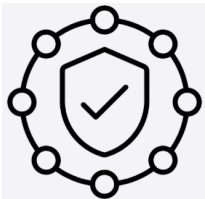


Behaviour curriculum

Adults make it easy for children to understand expectations. Connection before correction Children follow people before they follow rules	
Clear expectations (show pupils what it looks like)	Teaching not telling behaviour (practice)
Remaining calm, consistent and fair (what do the actions of the pupil tell you?)	Focusing on positives

Caring Code We show we care, We show respect, We do our best		
		
School Values Caring Code Deepened		
Enthusiasm	Integrity	Aspiration
		

Routines		
Silent signal	Wonderful walking	Transitions
		

Please note: The chosen routines should form the basis of the children's behaviour curriculum on one page. They should be available in all areas of the school and explained to all stakeholders in school and at home. They should be taught regularly and in class monitoring should inform professionals if the routines need further practice (see walkthrough signal, pause, insist)

Reasonable adjustments: These should be considered in the planning stage and explained to all e.g a pupil may not be able to look at the teacher during silent signal or tracking. Write this into your routine and speak to the pupil about what they could do instead (face body towards speaker, eyes down).

Example but must be specific to the needs and values of the school

Rewards			Consequences (for primary behaviour)		
	Action	reward		Action	consequence
1	Demonstration of the school rules	Non-Verbal praise recognition wall (see paul dix)	1	Low level class disruption	Redirection – non-verbal ((do not shame in front of peers)
2	Continued positive behaviour	Verbal praise	2	Repeated low level disruption and non-compliance	Correction (1:1)
3	Consistent and maintained demonstration	School agreed	3	Repeated low level disruption after redirection and correction or irresponsible/disrespectful behaviour	Time out (miss at least 5 minutes of free time with staff member (<i>practice routine together</i>))
4	Individual recognition	Head teacher Certificates (message home)	4	Repeated low level disruption or irresponsible/disrespectful behaviour after time out is given	Time out in another classroom (<i>adults log on Arbor/CPOMS, talk to parent</i>)
5	Individual recognition for consistent and maintained positive behaviour over weeks (always)	Hot choc Friday for example	5	Repeated low level disruption or irresponsible/disrespectful behaviour after time out in another classroom is given or harmful or dangerous behaviour	Time out SLT, restorative conversation with teacher (<i>repair script</i>), phone call home not at the classroom door (<i>log on Arbor/CPOMS</i>)

Intent

- Establishing clear, simple rules, routines, rewards and consequences that everyone consistently follows.
- Actively **teaching** children the behaviours we expect, rather than simply telling them what to do.
- Ensuring all adults respond to behaviour in a way that is calm, consistent and fair.
- Placing a strong emphasis on positive behaviour by recognising, describing and reinforcing what we want to see.
- Adjusting our approaches when necessary to meet the needs of pupils who require additional support.

Rationale

When the Adults Change, Everything Changes – Paul Dix

“The consistency that is required to provide rapid and seismic improvements to behaviour is one that is worth fighting for.”

We are exploring this area because:

- We want to respond directly to the thoughts, experiences and feedback shared by staff.
- National and local trends show that SEMH needs are the fastest-growing area for school-age children, and this shift presents both challenges and opportunities. Strengthening our behaviour systems will help us to support all children and staff in navigating these changes.
- We are committed to maintaining high expectations for learning, underpinned by consistent, evidence-based approaches to behaviour.

- Improving clarity and consistency will help us maximise learning time and ensure every minute in school is used effectively.

Our Commitment — Senior Leaders Will:

- Lead by example, modelling the behaviours and expectations we want to see across the school.
- Review the behaviour policy regularly to ensure it remains effective, current and aligned with school priorities.
- Monitor whole-school and classroom routines to ensure consistency and support.
- Reinforce expectations by regularly reminding staff and pupils of the principles and practices within the policy.
- Actively present and live the behaviour curriculum, alongside all members of staff, in day-to-day practice.
- Remain open and responsive to feedback, valuing staff insight and professional reflection.
- Inclusion and SEND Team to continually review, monitor and strengthen our behaviour curriculum.
- Provide high-quality, supportive teaching tools that enable staff to effectively teach and embed the behaviour curriculum.

All staff, every day will (examples):

- Meet and greet pupils at the door, setting a positive tone from the start of the day.
- Be deliberately engaged and attentive, showing pupils they are known, valued and that they matter.
- Share responsibility for whole-school behaviour, offering support and encouragement to colleagues.
- Model positive behaviours and nurture strong relationships with all pupils.
- Plan lessons that are engaging, appropriately challenging and responsive to pupils' needs.
- Apply the school's rules, routines, rewards and consequences consistently in all situations.
- Follow up misbehaviour promptly, using reflective conversations that explicitly link back to expectations.
- Refer to the behaviour policy when communicating with parents and carers about behavioural expectations or concerns.

Values

Our staff are trained in behaviour management and teach our Caring Code and school values in a positive, consistent and encouraging way. From their very first day in school, children begin learning these values and what they mean in practice. At the start of each term, every class takes part in a focused lesson exploring the values, why they matter and how they should be demonstrated.

The values are visible throughout school life: displayed in every classroom, highlighted around the building and reinforced in weekly assemblies. Staff refer to them regularly when supporting behaviour both in class and on the playground, ensuring that children experience clear, consistent reminders of the expectations that guide our community.

Why Routines Matter:

A strong, consistent set of routines is essential to creating a calm, purposeful school culture.

Routines Are Important Because:

- Everyone knows what to expect, creating a predictable environment that supports emotional security.
- Consistency is strengthened for both staff and pupils, helping to maintain high standards.
- Behaviour can be anticipated and pre-empted, reducing opportunities for misbehaviour.
- High expectations are demonstrated clearly, reinforcing a culture of excellence.

- Pupils learn positive habits, making expected behaviours automatic.
- Working memory is freed up so pupils can focus on thinking and learning, not on remembering what to do next.
- Cognitive load is reduced, giving pupils more mental space for productive learning.
- It becomes easier for pupils to make good behavioural choices, because routines remove ambiguity.
- Staff teach, practise and refine routines, ensuring everyone can follow them confidently.
- Transitions are smoother, as consistent expectations apply everywhere in school.
- It is an inclusive approach, offering structure and clarity that benefits all pupils, especially those with additional needs.

Silent signal	
Rationale	A consistent signal for silence provides pupils with a clear, predictable cue that reduces distractions, supports self-regulation, and prevents misbehaviour by creating a calm, secure and orderly learning environment. Pupils cannot learn if they cannot listen.
What should we see	1. Adult raises hand. 2. Children stop their conversations (voices off, hands free). 3. Children raise their hand. 4. Adult scans the room, 'just waiting on 100%' 5. Adult gives praise to children doing the right thing (e.g. thumbs up). 6. Children track the teacher.
Exceptions	Outdoor provision, break and lunch may need a sound (whistle) to gain attention before signal. Some children may not be able to look at an adult directly.

Wonderful walking	
Why	Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement. This keeps everyone safe
What should we see	1. Adult to follow Transitions routine. 2. Children line up in register order voices away. 3. Adult leads the line and stops periodically to check routine 4. Everyone walks in single file always facing forward. 5. Everyone keeps to the left.
Exceptions	Children with ASD may only be comfortable at the start or end of the line

Transitions	
Why	Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.
What should we see	1. Adult uses silent signal routine. 2. Adult holds 1 finger up - children are 'hands free', continue to track the adult. 3. Adult holds 2 fingers up - children stand up and tuck chairs in (if they have them), continue to track the adult.

	4. Adult holds 3 fingers up - children move into the line silently (register order) and continue to track the adult.
Exceptions	Moving from one small group to another small group may not require a tight transition. Some children may have a reasonable adjustment of being at the front or back of a line and out of register order.

SCRIPTS

1. De-escalation Script

This script is designed to calmly address disruptive behaviour without escalating the situation and should be done 1:1 not across a classroom:

- **Step 1:** Use the student's name in a calm tone.
 - Example: "James, I need you to listen carefully."
- **Step 2:** Acknowledge the behaviour, value and set clear expectations.
 - Example: "Right now, you're not showing our value of add in explicit value by speaking over me. I need you to stop and listen."
- **Step 3:** Offer a positive choice or outcome.
 - Example: "If you can focus now, we'll have time for the activity you enjoy later."
- **Step 4:** End with a calm, firm statement.
 - Example: "Thank you for making the right choice."

2. Restorative Conversation Script

This script is used after an incident to repair relationships and encourage accountability (WIN- Wonder, Imagine, Notice):

- **Step 1:** Begin with empathy and curiosity.
 - Example: "I noticed you seemed upset earlier. Can you tell me what happened?"
- **Step 2:** Explore the impact of the behaviour.
 - Example: "How do you think your actions affected others in the class?"
- **Step 3:** Encourage responsibility and solutions.
 - Example: "What can I do to help you to make things right?"

3. Praise and Recognition Script

This script focuses on reinforcing positive behaviour:

- **Step 1:** Be specific about what the student did well.
 - Example: "I really liked how you stayed focused during the task today."
- **Step 2:** Link the behaviour to a positive outcome.
 - Example: "Because you worked so hard, you felt proud of the work you did."
- **Step 3:** Encourage repetition of the behaviour.
 - Example: "Keep this up, and you'll see even more progress!"

