

# Bradshaw Behaviour Curriculum

## Our Values

**Kind**

**Honest**

**Active**

**Responsible**

**Respectful**

### Behaviour Across the Curriculum

Our behaviour curriculum is not taught in isolation. It is embedded across all aspects of school life and supported by our whole-school offer, including:

- School values
- Assemblies
- PSHE and RSE
- Educational visits and enrichment opportunities
- Extra-curricular clubs
- Pupil leadership opportunities
- Community involvement and global responsibility
- Computing, PE and Expressive Arts

Together, these experiences provide pupils with meaningful, real-world opportunities to practise positive behaviour and become active, responsible members of society.

#### Modelling the Culture

At Bradshaw Primary School, we believe that positive relationships underpin a strong and inclusive school culture. We promote a calm, safe and purposeful environment where high expectations of behaviour support learning, wellbeing and personal development.

Our behaviour curriculum is designed to create a culture of exceptionally good behaviour – for learning, for community and for life. We aim to support children in developing self-control, **responsibility** and **respect** for others, enabling them to make positive choices and understand the consequences of their actions.

We value **kindness, empathy, honesty** and **respect**, and we **actively** promote tolerance and understanding of difference. Through our behaviour curriculum, pupils learn to become active, responsible citizens, who contribute positively to their community and society.

#### Teaching Behaviour Explicitly

At Bradshaw Primary School, behaviour is taught explicitly using a clear and consistent approach. The process for teaching behaviour is:

- **IDENTIFY** the behaviour we expect
- **TEACH** the behaviour explicitly
- **MODEL** the behaviour we expect to see
- **PRACTISE** the behaviour regularly
- **NOTICE** and celebrate excellent behaviour
- **CREATE** the conditions for excellent behaviour to thrive

**This approach ensures pupils understand expectations and feel supported to meet them.**

Explicit teaching of behaviour helps pupils understand what good behaviour looks like, sounds like and feels like. Over time, these behaviours become habits that shape pupils' self-esteem, relationships and life chances.

**As Aristotle stated:**

**“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”**

<b>Maintaining the Culture</b>	<b>Learn – Without Distraction or Disruption</b>	<b>Be Safe and Feel Happy – Physically and Emotionally</b>	<b>Be Respected and respectful</b>	<b>Be Heard – And Share Their Thoughts and Feelings</b>
	<ul style="list-style-type: none"> <li>• Take pride in their achievements</li> <li>• We arrive at school on time, every day</li> <li>• We transition from one task to another promptly</li> <li>• We wear the correct uniform with pride</li> <li>• We use equipment correctly for our learning</li> <li>• We take part fully in lessons and show resilience</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instructions</li> <li>• We do not tolerate bullying of any kind</li> <li>• We move sensibly around school</li> <li>• We line up calmly and safely</li> <li>• We know who to go to for help</li> <li>• We stay safe online and in the wider community</li> <li>• We use equipment safely</li> <li>• We understand risk and take responsibility for our actions</li> </ul>	<ul style="list-style-type: none"> <li>• We listen when adults and pupils are speaking</li> <li>• We use polite language and good manners</li> <li>• We show kindness and empathy to others</li> <li>• We respect differences and treat everyone equally</li> <li>• We look after books, equipment and shared resources</li> <li>• We care for our school environment</li> <li>• We respect school rules and the law</li> </ul>	<ul style="list-style-type: none"> <li>• Express opinions, ideas and concerns</li> <li>• Be listened to with care and respect</li> <li>• Contribute positively to discussions and decision-making</li> </ul>

**Ambition for All**  
 This behaviour curriculum is for all pupils and is applied appropriately to different ages, stages and individual needs, including pupils with SEND. We recognise that some children may require reasonable adjustments.

## **Supporting Positive Behaviour**

To support children's emotional wellbeing and behaviour regulation, Bradshaw Primary School uses the following approaches:

Self-Regulation: we teach co-regulation and self-regulation strategies to help children understand and manage their emotions and behaviour in a developmentally appropriate and trauma-informed way.

Support is provided for children who have experienced trauma or adverse childhood experiences, or where mental health and wellbeing present barriers to learning.

This includes:

- Play Therapy
- ELSA support
- Mental Health Support Team involvement
- Referrals to outside agencies

## **Team Teach**

Team Teach strategies promote:

- Positive communication
- De-escalation techniques
- Personal safety and emotional regulation

Where required, Team Teach strategies form part of bespoke individual behaviour plans, created in partnership with families.

These approaches are closely linked to our PSHE curriculum, supporting wellbeing, emotional literacy and mental health.

# Bradshaw Behaviours



**Bradshaw**  
**Primary School**

# Bradshaw Behaviours



## Star Sitting

- ✓ Sit up straight with empty hands
- ✓ Track the speaker
- ✓ Ask and answer questions
- ✓ Respect everybody



## Bradshaw Behaviours

- ✓ We say good morning and good afternoon
- ✓ We say excuse me and respect everybody
- ✓ We say please and thank you
- ✓ We use kind words
- ✓ We are respectful and calm around school
- ✓ We are good role models



## Excellent Engagement

- ✓ We try our best
- ✓ We listen carefully
- ✓ We use Star Sitting
- ✓ We put our hands up when we want to speak
- ✓ We stop and respond when an adult asks



## Delightful Diners

- ✓ We use Star Sitting
- ✓ We use lovely lining up
- ✓ We use our indoor voices
- ✓ We use the correct cutlery
- ✓ We use our manners



## Purposeful Play

- ✓ We use Wonderful Walking when moving to and from the playground
- ✓ We stop and pause when the whistle or bell goes
- ✓ We use Lovely Lining Up
- ✓ We respect all of our equipment and our environment
- ✓ We talk nicely to each other and share with our friends
- ✓ We care for each other



## Wonderful Walking

- ✓ We walk in silence
- ✓ We have straight arms
- ✓ We walk sensibly
- ✓ We face the way we are walking or travelling
- ✓ We walk one behind the other



## Lovely Lining Up

- ✓ We face forward
- ✓ We use straight arms
- ✓ We walk around in silence
- ✓ We give each other personal space



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