

Anthony Curton and Tilney All Saints C of E
Primary
Behaviour Curriculum

LOVE

KINDNESS

SELF-CONTROL

FORGIVENESS

Written: September 2026

Reviewed:



Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from EYFS to Y6	Explicit teaching of the full behaviour curriculum content 2-weeks Whole school worship	Ongoing revision of content	Longer recap of the behaviour curriculum Whole school worship	Ongoing revision of content	Longer recap of the behaviour curriculum Whole school worship	Ongoing revision of content

Introduction

At Anthony Curton and Tilney All Saints Primary partnership, we develop pupil's character through our behaviour curriculum. As a partnership, we want to support our pupils to grow from school ready children into adults who are polite, respectful, safe, and ready to lead out. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. In this way, our school has a positive culture which enhances teaching, learning, personal/ social development and the opportunities we can offer our children. For this behaviour curriculum to be effective, it must be applied consistently by all members of staff in all school contexts. Everyone is responsible for modelling and managing behaviour throughout the school at all times.

Teaching the Curriculum

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 of 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 two weeks of the Autumn term alongside the 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 Behaviour Curriculum is revisited with pupils in Collective Worship and in class

The behaviour curriculum will continue to be reinforced throughout the year and monitored by SLT to ensure consistency of the curriculum. As with other curriculum content, this should be taught using explicit teaching based on the principles of instruction from Rosenshine including regular quizzing to check and strengthen retention. Teachers will demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of each term). For example, lining up in alphabetical order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at breaktime and lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Any adjustments will be reasonable and detailed within specific individual plans using the Grace Schools SSP template. Sensitivity must be applied at all times when teaching the curriculum.

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 visible throughout the whole school. There are to:

- Be ready
- Be respectful
- Be safe

Know the following examples of these three principles:

Be Ready	Be Respectful	Be Safe
Be prepared to learn Focus and give your best effort Wearing appropriate clothing for school Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Treat everyone with kindness Listen and take turns Value differences and opinions Say please and thank you Hold doors open for people Say good morning/afternoon Use a calm and polite tone of voice Follow staff instructions	Follow rules to keep everyone protected Think before you act Care for yourself and others Sit sensibly in the classroom Walk through corridors

Our Routines

Our staff use the term SHINE to gain the attention of the class. This is done by saying, “3, 2, 1, SHINE”. When pupils hear this, they should respond by:

- **S** - Sit up
- **H** - Hands-free
- **I** - In your own space
- **N** - No talking
- **E** - Eyes on the speaker

Each classroom will have a display of SHINE for pupils to reference at all times.

	Lining Up	Moving around school
Expectations Children	When called you must move into register order without talking Move quietly and calmly Know that we are in register order Face the front Have our hands to the side or behind	Walk around quietly and safely We are polite and courteous to adults and other children Hold doors open for others Know that we pick up litter, coats and resources if on the floor or untidy
Expectations Adults	Ensure all children line up in register order Scan the line to ensure that all children are following the expectations Praise or stop and reinforce expectations as required Return and repeat if expectations are not met	Regularly remind class of expectations when moving through school Line the class up In instances of unvalued 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 Model manners and showing courtesy to others Do not set off with a class/group until all expectations are met

	Playground	Collective Worship
Expectations Children	Know that you must walk from your classroom to the playground Know that we are respectful, using appropriate language and ensuring you include people in your games and share equipment Know that you must play safely without hurting anyone When playtime has finished: • Freeze on the whistle • Wait until your class is called and then walk to your classroom and sit down Use the correct equipment for each game Be ready to follow the game/rules	Know that we enter/exit without talking When we walk into/out of the hall we do so sensibly Know to stand hip-width apart and then wait for the adult in charge of the class to gesture for the class to sit Know the expectations for sitting Sit with your legs crossed/arms folded with your hands in your lap Eyes looking at the adult presenting
Expectations Adults	Arrive at the playground on time Know that you must model walking from your classroom to the playground Nominated adult on duty to appropriately call in classes e.g. Year R and then Year 5 Encourage children to play safely without hurting anyone Scan the playground to ensure that everyone is safe and respectful	Verbally remind children of expectations and praise children for meeting them Organise class into register order in the classroom Lead class into the hall and clearly indicate where the children are to sit Adults to remain silent on entry to hall Children to stand in line, hip-width apart until invited to sit down by adult through a gesture Praise/remind children for following expectations of sitting and participation Lead children into worship modelling expectations Actively engaged with worship Ensure orderly exit from hall Praise and reward as appropriate

	Respectful Manners	Uniform
Expectations Children	Always say 'please' when you are asking for something Always say 'thank you' when you receive something Say 'Good Morning/Afternoon' to adult if spoken to Being responsible means being able to be trusted to do the right things that are expected of you without supervision	Wear the full uniform or appropriate clothing
Expectations Adults	Ensure that you are modelling good manners to children and amongst other staff/visitors	Provide 'spare' uniform as appropriate Engage in dialogue with families when uniform is not appropriate, 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

	Lunch Hall	Ready to Learn
Expectations Children	Sit at your allocated table Use a quiet voice and talk to children near us When eating, we stay in our seats facing our food Use a knife and fork Say 'please' and 'thank you'	Keep our workspaces/resources tidy Know how to be ready for the lesson Place the chair under the table when leaving seat Four legs of the chair on the floor at all times
Expectations Adults	Support and model to pupils to use knife and fork Remind pupils of expectations Monitor the clearing away of plates and cutlery Check and remind of manners Check spaces as pupils leave the eating space Praise and reward the correct behaviour	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 Be consistent in routines/behaviour/expectations Ensure allocated places for pupils - table/carpet Be organised and well-prepared for the lesson • Ensure resources are ready and accessible on children's desks • Books on children's desks before lesson starts • Technology is ready to go Ensure workspaces/classroom is tidy, including own desk Where appropriate, ensure children remain seated throughout the lesson

	Start of School Day	Completing work in books
Expectations Children	Arrive at school on time Walk calmly to classroom Greet staff with a smile and 'Good Morning' Put my belongings in the right place Once I have entered the classroom, I remain in the classroom unless I have asked a member of staff Sit down in my seat as soon as I have entered the classroom and begin the morning task	Always work on the next available page unless told otherwise Date every piece of work - long date in all subjects but Maths which is short date - underline with a ruler When writing a title, underline with a ruler Write neatly and clearly with joined up handwriting (relating to year group) In Maths, I should use one digit per box Always leave one square space between calculations Whenever I am drawing lines, I should use a ruler Drawings and diagrams are to be completed in pencil I correct mistakes by drawing a straight line through my work I stick anything in straight and centered on the page
Expectations Adults	Be at the door on time Have register open and ready to complete Greet the children individually with "Good Morning", ask how they are and what they are having for lunch Praise children who are meeting expectations	Remind children of presentation expectations Model expectations to children under visualiser

	End of Day	
Expectations Children	When the teacher instructs me to get my belongings, I move carefully and quietly to collect my things and return to the classroom immediately I sit down at my desk/carpet space I will be ready and still for the end of the day prayer When the teacher instructs me, I will stand-up, tuck my chair in and move quietly and carefully out of the classroom door onto the playground	
Expectations Adults	Give clear, explicit instructions when asking children to collect their belongings Praise those who are following expectations Model expectations to children Adults to release the children in small groups	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Day 1 - Being ready, respectful, safe and learning behaviours Day 2 - Lunchtime/playtime expectations and routines Day 3 - Lining up/moving around the school/manners Weekly Focus: 1. Being ready, respectful and safe 2. Arriving at school/end of day routine 3. Worship 4. Completing work in books 5. Transitioning within a lesson and at the end of a lesson 6. Learning behaviours 7. Playtime and lunchtime behaviours	Teachers to recap Autumn 1 as necessary Weekly focus - 1. Learning behaviours 2. Worship 3. Playtime and lunchtimes 4. School trips and visits 5. Keeping school tidy	Revision of routines and expectations Teachers to recap Autumn as necessary Weekly focus - 1. Valuing differences 2. What does kindness look like? 3. How can we put things right? 4. Being Ready 5. Being Respectful 6. Being Safe	Teachers to recap Autumn as necessary Weekly focus - 1. Being ready, respectful and safe 2. Learning behaviours 3. Lunchtime/playtime 4. Movement around school 5. Manners around school	Revision of routines and expectations. Teachers to recap as necessary. SLT to identify areas for development. Reflection of excellent behaviours and improvement to behaviours.	Revision of routines and expectations. Teachers to recap as necessary. SLT to identify areas for development. Reflection of excellent behaviours and improvement to behaviours.

SLT Focus	Arriving and leaving school Lunchtime rules and routines Behaviour at playtimes	Completing work in books General classroom expectations	Learning behaviours Outdoor playtimes and transitions Listening	Being kind Manners Contribution	Lunchtime rules and routines Outdoor playtime and transitions	
Worship Themes	Democracy and mutual respect Black History Month World Mental Health Day	Remembrance Guy Fawkes	World Religion Day Children's Mental Health Week	International Women's Day Neurodiversity Week World Book Day		International Day of Friendship
PSHE	British Value - Democracy and Mutual Respect	British Value - Individual Liberty	British Value - Equality	British Value - Mutual Respect	British Value - Tolerance	British Value - Rule of Law
Safeguarding	How do we stay safe in school?	Anti-Bullying Week	Safer Internet Day			

Graduated Response to Behaviour

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Example	Example	Example	Example	Example	Example	Example
Child is going above and beyond. For example, Tidying up cloakrooms Litter picking Helping others	Child following all rules	Low level disruption:- Fiddling Playing with equipment Shouting Sitting inappropriately Not sharing/snatching Talking over others Invading personal space Pushing Refusing to tidy Throwing small items Wearing jewellery Wearing make-up Has phone in school bag Name calling Unkind words	Repetition of the above same day.	Refusal to complete tasks or work. Swearing directed at a person. Non-compliance to requests of instructions Disrespectful Lying Offensive gestures Answering back Encouraging misbehaviour in others Hiding other people's possessions Stealing Dangerous play Inappropriate play	Persistent stage 5 behaviour Extreme or persistent anti-social behaviour Damaging equipment by reckless behaviour Deliberate humiliation Defiance	Attacking a pupil. Attacking a member of staff. Persistent stage 6 behaviour. Behaviour that puts themselves or others in danger. Deliberately hurting another child. Pinching, biting, grabbing. Vandalism with intent. Racial/homophobic language. Prejudice related comment. Inappropriate touching of others. Violent or aggressive behaviour. Using an item as a weapon.
Consequence	Consequence	Consequence	Consequence	Consequence	Consequence	Consequence
N/A	N/A	Verbal Warning Reminder of what child should be doing. Praise children who are following rules – pointing out good examples of behaviour. Tell child to remove jewellery/make-up	Miss minutes of break time/dinner with teacher.	Teacher to inform parents. Miss minutes of break time/dinner with teacher.	SMT to discuss behaviour with child in office and discuss consequences. Internal isolation – for time appropriate to behaviour (determined by SMT). Loss of break and lunch– for time appropriate to behaviour (determined by SMT).	Fixed term suspension. Repetition of stage 7 behaviour will result in extended fixed term suspensions. For repeated behaviour breaches or for a more serious breach a Permanent Exclusion might be considered, in line with the school's behaviour policy.
Action to be taken	Action to be taken	Action to be taken	Action to be taken	Action to be taken	Action to be taken	Action to be taken
Reward good behaviour with praise, housepoints, shout outs, certificates and own classroom reward system. Log as merit point on Bromcom	N/A	Confiscate items if necessary – to be kept safe in classroom and returned to child at the end of the day. Behaviour to be logged on Bromcom	Teacher to supervise children. Behaviour to be logged on Bromcom	Teacher to call parents or talk to them at the end of the day. Behaviour to be logged on Bromcom	SMT to be notified by class teacher. Parents to be notified by phone at earliest opportunity by class teacher. If necessary SMT to meet with parents to discuss behaviour and consequences. Behaviour logged on Bromcom.	Parents contacted immediately by SMT/office staff. Suspension paperwork completed by office/SMT Parents to collect child ASAP from school. Parents and child asked to attend a reintegration meeting with SMT. Logged on Brocom

						and CPOMS
Support	Support	Support	Support	Support	Support	Support
	N/A	All Staff within class to follow guidance and support each other in implementation.	If applicable, teaching assistant to remind child how to follow rules for the rest of the day and be positive, pointing out positive behaviour.		Implement protective consequences with adults in class. If necessary, write risk assessment and share with all staff. If necessary, external bodies contacted for support.	Implement protective measures. Risk assessment written and in place for safe return on child. External agencies contacted for school support. Support for behaviour offered to families by external agencies.

NO CHILD MUST EVER BE GIVEN A SANCTION PURELY ON THE WORD OF ANOTHER CHILD. If an adult has not seen the incident it MUST be investigated

Behaviour Reflection Sheet

Name: _____

Date: _____

Year Group: _____

Explain what happened, that led up to you being here today.
Describe your *thoughts* and reasons for your actions.

How do you think the other student(s) involved felt at the time?

How do you think the member of staff felt at the time?

What impact could your actions have had on your peers' education or class-work?

Making things right for yourself and others

If you were in the same situation again, what would you do differently?

What can you do to put things right?
