



## **Westcliff Primary Academy**

### **Behaviour Curriculum**

**2025-2026**

**We are developing learners that are...**

#### **Confident**

Children need to know the social expectations of the environment in which they work so they have the skills to thrive within the social norms and behaviour expectations of society. If schools do not explicitly design the school-wide habits they want to see, then the children will create their own instead – these may involve pushing, running, inappropriate language, disrespectfulness, lateness and other undesirable behaviours. Social contagion is also unavoidable: we unconsciously imbibe the social norms around us. When a child sees another child being pushed, they are more likely to do the same to another student and so on. This kind of social contagion is probably one of the main reasons why behaviour incidents spike across a school on certain days. Thankfully social contagion can work in our favour: when everyone else is respectful and doing the right thing, you are primed to do just the same yourself. Within this environment children at Westcliff will be able to take risks and push themselves to build their confidence in a safe environment.

#### **Resilient**

Resilience in schools, the consistency of routines is the starting point for the growth of the habits that help young people develop into the adults we want them to become. The regular routine of starting every lesson with a quiet, calming, environment with high expectations set, develops independence, patience and studiousness. A warm and welcoming personal greeting at the door creates a sense of belonging and encourages friendliness and openness. These are attributes and behaviours we want children to take into their adult lives. Having explicitly taught behaviours and then learned habits, children at Westcliff Primary will understand they operate in an environment where making mistakes is normal, but learning from mistakes makes us resilient in the face of adversity. It helps the children understand that problems, which may be challenging, can be solved but may take systematic or resilient approaches. Children will only become resilient if given the chances to do so and at Westcliff, resilience will always be highly valued. Consistency will be the key to achieving this. Consistency supports everyone, especially our most vulnerable students. These may be children with a defined SEND, children whose home lives lack stability or children who struggle to regulate their behavioural choices amid the multiple stimuli of a busy, thriving school. Typically, transition points of the day are difficult times for these children: the starts and ends of lessons; moving between lessons. This is why a school-wide policy of 'meet and greet' and 'orderly dismissal' is so powerful. Not only do these strategies actively target the needs of vulnerable children by reducing the opportunities for poor behaviour choices during transitional points of the day, but they also make the school a calmer, safer place for all.

#### **Curious**

Enquiring to learn and then display enquiry skills, children should be given opportunities to approach problems and activities with the tools to be able to work in teams or individually in an effective way to come to creative and enquiry-based solutions. Routines in our 'Behaviour Curriculum' support children to be inquisitive in their learning. Firstly, a routine or structure; essentially a chain of actions that is executed on a cue (or prompt), all of which happens with minimal cognitive effort or conscious control. They achieve this cognitive efficiency by stripping out decision costs, reducing the

amount of novel information that needs to be processed, and exploiting our ability to think less about the things we repeatedly do. Therefore, the mind is open to the task at hand – to complete it efficiently without the worry of distraction, hopefully in a way that is enquiry based and using their own innate innovative and creative skills.

### **Ambitious**

It is an unfortunate fact that children will face inequality in the wider world. For this reason, the whole Westcliff Primary Academy community needs to be incredibly ambitious for all of our children so that they can thrive and change the status quo of the world. A child may be well taught and supported in their learning but if they have not been taught effective routines and behaviours to operate at their most efficient and within the expectations of society, they will not be able to access many opportunities, regardless of their academic outcomes. Our Behaviour Curriculum aims to prepare children to be good citizens in the future and enable ambition in themselves.

We want exemplary behaviour to be an unspoken expectation by 'making it easy to behave and hard not to' through:

- ✓ Having clear and concise rules, routines, rewards and consequences that everyone follows;
- ✓ Teaching, not telling, children how to behave;
- ✓ Ensuring all adults are calm, consistent and fair in their response to behaviour;
- ✓ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see;
- ✓ Adapting our approaches, where needed, for specific children with additional needs

### **Motivated**

Established routines allow the teachers to spend less time managing low-level behaviour issues in a reactive manner; this reduces the need to employ constant behaviour management by ensuring the children learn and then display positive routines all of the time. This allows the freeing up of teacher cognitive capacity to monitor learning and be more responsive. With a taught behaviour curriculum, with responsibility shared by all staff and children in the school, with weekly assemblies and then reinforcement in the classroom, teachers are free to deliver an exciting curriculum which motivates all children to be excited about their learning. Established taught routines do not stifle creativity and motivation but release it by freeing our young inquisitive minds to feel happy pursuing their education in a safe and structured learning environment. Routines relevant and suitable to our youngest children are first taught in Reception, with all routines taught and implemented throughout KS1 and KS2.

### **Implementation**

In order for children to behave well they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our academic week begins with a reading assembly which echoes 'Creating Culture'. This time is dedicated to introducing and rehearsing behaviours while modelling the behaviour of others through influential stories about significant figures who have changed the world.

Our Behaviour Curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Children can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers dedicate plenty of time each week reminding, practising and reinforcing these behaviours and continue to do so throughout the year, as necessary. The implementation of our behaviour curriculum, aligned with our 'Ready, Respectful and Safe' philosophy, is lived each week by following the schedule below:

Monday – Whole school assembly delivered by the headteacher with a reading theme to influence and model exemplary behaviours which have changed the world as we know it.

Throughout the Week - Teachers reinforce co-operative behaviours within the classroom, through discussion and high expectations. All classrooms display our co-operative learning behaviours which are referred to effectively.

Friday - The Headteacher leads a 'celebration assembly' where certificates are rewarded for our "Star of the Week" and our "Reader of the Week". This is also a time for our children to share their achievements outside of school. We also have periodic staff training in implementing the behaviour curriculum and creating an environment where our children thrive ensuring that they are ready for the wider world, respectful to anyone that they meet and have the ability to manage and ensure their own safety and that of others in any environment.

### **Behaviour Recognitions**

We are proud of our Behaviour Curriculum and we recognise when our pupils are adhering to the policy and being good role models to others in the following ways:

| <b>Westcliff Primary Academy Awards and Achievements!</b> |                                                         |                                                                                          |                                     |                                          |
|-----------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------|
| <b>Frequency</b>                                          | <b>Recognition/Award</b>                                | <b>Reason</b>                                                                            | <b>Who?</b>                         | <b>Where?</b>                            |
| <b>Daily</b>                                              | Verbal praise and encouragement                         | Following our school rules and for applying our character values                         | All adults                          | Everywhere                               |
| <b>Daily</b>                                              | Smiles, positivity and strong role modelling by adults. | Following our school rules and for applying our character values                         | All adults                          | Everywhere                               |
| <b>Daily</b>                                              | House Points<br>Dojos/Gems                              | Following our school rules and for applying our character values                         | All adults                          | Everywhere                               |
| <b>Weekly</b>                                             | Teacher Vs Pupil                                        | A specific class focus for that lesson or day or week (e.g. saying please and thank you) | All adults working in the classroom | House points<br>(Dojo Gems)              |
| <b>Weekly</b>                                             | Golden Time                                             | Showing exemplary behaviour at all times                                                 | All adults                          | Everywhere                               |
| <b>Weekly</b>                                             | Headteacher/Deputy Headteacher award                    | For producing or showcasing outstanding work or behaviour                                | All adults                          | Friday achievement assembly; school hall |
| <b>Weekly</b>                                             | Star of the Week<br>Reader of the Week                  | Class role models for displaying exemplary effort and or achievements                    | Class Teacher                       | Friday achievement assembly; school hall |

|                                          |                                                                                                         |                                                                                                         |                              |                                          |
|------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|
| <b>Half Termly</b>                       | Star of the Half Term                                                                                   | Going above and beyond expectations, in recognition of exceptional behaviour                            | Class Teacher                | Friday achievement assembly; school hall |
| <b>Half Termly</b>                       | Bronze, Silver, Gold, (badges)                                                                          | Achieving ____ number of dojo gems                                                                      | Class Teacher                | Friday achievement assembly; school hall |
| <b>Weekly</b>                            | House points!<br>Board of recognition                                                                   | The house with the most gem dojos collected that week will be displayed in the hall                     | Class Teacher<br>Headteacher | Friday achievement assembly; school hall |
| <b>Half Termly</b>                       | House of the half term!<br>Non-uniform day                                                              | Being a member of the house achieving the most points by the end of the half term                       | Headteacher<br>Mini SLT      | Friday achievement assembly; school hall |
| <b>Annually-end of the academic year</b> | House of the year<br>award-Ice Cream van visit                                                          | Being a member of the house achieving the highest overall house points, by the end of the academic year | Headteacher<br>Mini SLT      | Friday achievement assembly; school hall |
| <b>Birthday non-uniform day</b>          | Children can choose to wear non-uniform or their birthday (or date near it if birthday is in holidays). |                                                                                                         |                              |                                          |
|                                          |                                                                                                         |                                                                                                         |                              |                                          |

| <b><u>Steps</u></b>           | <b><u>Actions</u></b>                                                                                                                                                                                                                     | <b><u>Adult Responsible</u></b> |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Redirection                   | Gentle encouragement, a step in the right direction, small act of kindness                                                                                                                                                                | All adults                      |
| Reminder (verbal)             | A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage | All adults                      |
| Final reminder                | A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.                                                                        | All adults                      |
| Reflection time (Calm Corner) | Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.                                                                      | All adults<br>Class Teacher     |
| Internal referral             | At this point the learner will be referred internally to another room in the department for the remainder of the lesson. All internal referrals must be recorded on our behaviour form.                                                   | Class Teacher<br>SLT            |

|                                                                          |                                                                                                                                                                                                                                          |                                      |
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| Reparation                                                               | A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process. | Class Teacher<br>SLT                 |
| Formal meeting                                                           | A meeting with the teacher, learner and a member of the Senior Leadership Team recorded on our behaviour log form with agreed targets that will be monitored over the course of two weeks.                                               | Class Teacher<br>SLT                 |
| A Serious Breach is an incident that may lead to a fixed term exclusion. |                                                                                                                                                                                                                                          | Headteacher<br>Parent or<br>Guardian |