



BEHAVIOUR CURRICULUM



Rooted in Christian love.
Growing together. Forging futures.



CHRISTIAN LOVE

We are kind, compassionate
and inclusive.



JOY OF LEARNING

We inspire curiosity,
resilience and excellence.



DELIGHT IN ONE ANOTHER

We value our community
and celebrate difference.



REFINED THROUGH CHALLENGE

We persevere, learn and
grow from challenge.



GROWING WITH GOD, TOGETHER

We trust God's guidance
as we flourish.

Our vision,

“As a sanctuary of Christian love, we forge futures in our community.
We inspire a joy of learning and a delight in one another.
In faith, we are refined through challenge, growing with God, together,”



The light shines in the darkness and the darkness shall not overcome it

JOHN 1 v.5

Rationale

At Poulton-le-Sands CE Primary School, we believe that appropriate behaviour, like any other skill, must be taught, modelled and practised. We know that good behaviour is fundamental to academic success and personal growth, and that pupils need to understand how to act and behave in different situations in order to be successful in life. Our behaviour curriculum is designed not only to help pupils understand the importance of positive conduct, but also to equip them with the skills, manners and confidence to make responsible choices, converse respectfully with all members of society and be well prepared for the next stage of their journey. Through this, we aim to foster a positive and respectful learning environment where all members of the school community can flourish, and where pupils grow into well-rounded, well-mannered and confident individuals who are kind, respectful and care for the world in which they live.

Overview

We have split our curriculum up into 5 key areas:

- Self-Regulation
- Behaviour for Learning
- Relationships
- Transitions and Routines
- Responsibility

Teaching the Curriculum

The behaviour curriculum is explicitly taught during the first half of the Autumn term alongside the National Curriculum subjects. Pupils are expected to learn this content so that they can recall it and put it into practice in their daily school life. At the start of each half term, the behaviour curriculum is revisited and then reinforced consistently throughout the year. As with all curriculum content, it is taught through explicit instruction: staff model expected behaviours clearly and ensure that pupils have regular opportunities to rehearse, practise and refine them, particularly during the first few days of term. For example, routines such as walking sensibly from place to place may be taught in the classroom but must then be reinforced in different locations and at different times throughout the school day.

We believe that, in order for pupils to behave well, expectations must not only be taught explicitly but also practised frequently until they become embedded. This process of teaching behaviour is therefore highly visible – every lesson, every day. As pupils spend over 70% of their time in school in the classroom, compared with around 1.4% of their time in assembly, it is essential that messages about behaviour are not only communicated centrally but also practised and reinforced at every opportunity, including during lessons, breaktimes and other less structured parts of the day. Our Behaviour Curriculum is informed by research from Tom Bennett's *Running the Room* and Rosenshine's principles of instruction. Through regular practice, pupils develop the confidence and fluency needed to meet behaviour routines and expectations successfully, and our curriculum is designed to support them in doing just that.

Adaptations

While the curriculum is for all members of school, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual children's SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Our Behaviour Key Principles:

1. Teach, not tell, children how to behave
2. Ensure all adults are calm, consistent and fair in their response to behaviour
3. Make it easy for pupils to behave by having clear and concise expectations, routines, rewards and consequences that everyone follows
4. Focus explicitly on positive behaviour: recognise, describe and explain what we want to see
5. Adapt our approaches, where needed, for specific pupils with additional needs and barriers.

(Tom Bennet, Running the Room)

The Process for Teaching Behaviour is as followed:

- CREATE the conditions – (our school culture)
- IDENTIFY the behaviour we expect
- MODEL the behaviour we are expecting
- TEACH the pupils how to behave well
- PRACTICE makes perfect
- RETEACH where needed

It is essential that all staff know the details of the behaviour curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so, we support others to create a culture where teaching and learning is optimised.

With this in mind, our behaviour curriculum is taught explicitly so that pupils develop exemplary habits and behaviours that have a lasting impact. To support this, pupils take part in two dedicated behaviour curriculum sessions each week. Each session focuses on one of our five behaviour curriculum strands, ensuring that expectations are taught clearly, revisited regularly and embedded over time. These strands are also introduced and reinforced through whole-school worship, with each week's focus launched on a Monday to provide a shared reminder and consistent message across the school. Please see the overview below.

Curriculum Content

At Poulton, we have chosen 5 strands of behaviour expectations to focus on, these underpin our school's Christian values.

Behaviour Strand	Description
Self-Regulation	Pupils develop the ability to manage their emotions, behaviour and responses in different situations. They learn strategies to stay calm, make positive choices, persevere through challenges and take responsibility for their actions.
Behaviour for Learning	Pupils understand how their behaviour supports successful learning. They learn to listen attentively, follow instructions, participate positively, remain focused and demonstrate a willingness to learn and improve.
Relationships	Pupils build positive relationships based on respect, kindness and empathy. They learn how to communicate effectively, work cooperatively, resolve disagreements appropriately and contribute to an inclusive school community.
Transitions and Routines	Pupils learn and consistently follow the routines that help the school day run smoothly. They move safely and calmly between activities, understand expectations in different environments and develop independence.
Responsibility	Pupils take ownership of their actions, learning and contribution to the school community. They demonstrate honesty, reliability and respect for people, property and the environment while making positive choices that benefit themselves and others.

Self-Regulation

Strand	Reception	KS1	LKS2	UKS2
Zones of Regulation	- Name basic feelings using class visuals: joy/green, sadness/blue, anger/red, worry/yellow. - Identify feelings with adult support during morning check-ins. - Try one taught strategy with adult guidance to return to green.	- Use Zones vocabulary more independently during check-ins and lessons. - Recognise early signs in their body and behaviour. - Choose from a small bank of familiar strategies with a prompt.	- Use explicit emotional vocabulary and explain why they may be in a zone. - Select and use a strategy more independently before behaviour escalates. - Reflect afterwards on which strategy helped.	- Regulate independently where possible, including during unstructured times. - Request support appropriately before escalation. - Evaluate which strategies work best for them and adjust accordingly.
Additional Regulation Support	- Understand that some children may use extra tools to help them learn. - Use agreed support such as busy bags, calm spaces or movement breaks with adult direction.	- Use agreed support respectfully and return to learning when ready. - Begin to understand that fairness means everyone getting what they need.	- Access agreed strategies more independently where appropriate. - Use support without disrupting others.	- Take responsibility for using agreed strategies safely and discreetly. - Recognise when a peer may need adult help and seek support appropriately.
Relax and Reset	- Practise simple breathing with an adult. - Copy calm body language and quiet voices.	- Use a named breathing strategy when prompted. - Begin to notice when a reset would help.	- Use breathing, pause time or quiet reflection before re-joining learning. - Explain what helped them reset.	- Independently use a reset strategy and return to learning calmly. - Support the class climate by modelling calm responses.

Behaviour for Learning

Strand	Reception	KS1	LKS2	UKS2
Ready Body: Carpet/Floor	• Sit safely: eyes looking, ears listening, lips closed, legs crossed, hands still. • Respond quickly to adult signals.	• Maintain a ready body for longer inputs. • Understand why a ready body helps everyone learn.	• Adapt body position to the learning activity while staying focused. • Reset quickly after partner talk or transitions.	• Model focused listening for younger pupils. • Maintain attention without repeated adult reminders.
Ready Body: Chair and Writing	• Begin to sit safely on a chair with feet down and body facing forward. • Use adult prompts to hold equipment safely.	• Feet flat, bottom back, back straight, one hand resting on a book when writing. • Keep equipment organised during tasks.	• Adjust posture independently to support handwriting and focus. • Prepare learning space before starting.	• Sustain productive working posture and organisation across longer tasks. • Notice and correct distractions independently.
Active Listening	• Eyes on speaker, ears listening, one voice at a time. • Wait for a turn with adult support.	• Stop, look and listen quickly. • Take turns and avoid interrupting during class discussion.	• Track the speaker and listen without interruption. • Follow instructions the first time and ask sensible clarifying questions.	• Listen actively in group work, assemblies and lessons. • Summarise or build on others' ideas respectfully.
Manners and Kind Words	• Use please, thank you, sorry, good morning and excuse me. • Understand what kind words sound like.	• Use polite phrases consistently with adults and peers. • Hold doors and wait turns with reminders.	• Use initiative: "Would you like me to help with...?" • Choose words that solve problems rather than escalate them.	• Model courtesy around school and challenge unkindness appropriately. • Use tone and language suited to the audience and situation.

Relationships

Strand	Reception	KS1	LKS2	UKS2
Playground and Social Times	• Include others, share equipment, take turns and use kind words. • Seek adult help when a game goes wrong.	• Follow rules of shared games and accept when games change. • Invite others in and take turns fairly.	• Negotiate rules, manage disappointment and repair minor disagreements. • Use inclusive language and notice when someone is left out.	• Lead games fairly and support younger pupils where appropriate. • Help create a safe, inclusive playground culture.
Sharing Opinions	• Use a calm voice and wait for a turn. • Begin to hear that others may think differently.	• Share a view clearly and listen to a different view. • Use sentence stems to disagree respectfully.	• Explain reasons for opinions and respond to others respectfully. • Disagree without personal comments.	• Debate maturely, challenge ideas not people, and invite quieter voices in. • Understand that respectful disagreement is healthy.
Solving Friendship Problems	• With adult support: stop, say how you feel, listen, agree a solution, move on. • Use simple "I feel..." language.	• Use the same steps with adult modelling and guided prompts. • Begin to apologise and repair.	• Use the steps more independently for low-level problems. • Reflect on their part in the problem and solution.	• Resolve minor friendship issues independently and know when adult help is needed. • Show maturity by repairing relationships and moving on.

Transitions and Routine

Strand	Reception	KS1	LKS2	UKS2
Lining Up and Moving Around School	- Line up quietly: lips closed, facing forward, hands by side, quiet feet. - Walk calmly in single file with a line leader.	- Move on the left and keep pace with the line. - Transition without touching displays, walls or others.	- Move calmly with fewer reminders and help the line stay organised. - Show readiness when arriving at the next place.	- Model excellent movement around school, including when unsupervised. - Support younger pupils during shared routines.
Lunch Routine	- Enter calmly, sit in the correct place and follow adult instructions. - Use two hands to carry trays with support.	- Collect lunch when told, line up quietly and eat in the correct order. - Raise a hand if help is needed.	- Manage the full lunch routine with increasing independence. - Use quiet, polite conversation and clear away responsibly.	- Model calm, respectful lunch behaviour and help keep the hall orderly. - Understanding exceptions should be agreed with an adult.
Safely Use Cutlery	- Use a knife, fork and spoon independently. - Sit appropriately when eating.	- Use a knife, fork and spoon correctly for most foods. - Sit appropriately when eating.	- Use all necessary cutlery correctly and safely. - Take responsibility for your own eating area.	- Use cutlery confidently, safely and appropriately in all situations. - Take full responsibility for personal organisation during lunch.

Responsibility

Strand	Reception	KS1	LKS2	UKS2
Class Jobs and Care for Resources	- Choose it, use it, put it away. - Carry out simple jobs such as line leader with adult guidance.	- Complete class jobs reliably and look after shared resources. - Notice when something needs tidying or replacing.	- Take pride in the classroom environment and support others to do the same. - Show initiative with helpful tasks.	- Take on leadership roles such as lunch assistants or play leaders. - Act as positive role models for younger pupils.
Following Instructions	- Stop, look, listen, think, do with adult modelling. - Respond to simple one-step instructions.	- Follow two-step instructions and begin tasks promptly. - Ask for help if they are unsure.	- Follow multi-step instructions and manage resources independently. - Start tasks without delaying others.	- Follow complex instructions across different contexts. - Show independence, perseverance and good judgement.

Half Termly Timetable

Autumn 1

[illegible]

Autumn 2

Strand	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Monday	School INSET	Self Regulation	Relationships	Behaviour for Learning	Transition and Routine	Responsibility	Relationships
		Zones of regulation	Solving Friendship Problems	Ready Body: Chair and Writing	Lunch Routine	Following Instructions	Sharing Opinions
Friday	Behaviour for Learning	Transitions and Routine	Responsibility	Self Regulation	Relationships	Behaviour for Learning	Behaviour for Learning
	Ready body: Carpet and Floor (preparation for worships/those classes who use the carpet)	Lining Up and Moving Around School	Class Jobs and Care for Resources	Relax and Reset	Playground and Social Time	Active Listening	Manners and Kind Words
Taught Discretely	Self-Regulation - Additional Regulation Support						

Spring 1

Strand	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday	School INSET	Self Regulation	Behaviour for Learning	Transition and Routine	Behaviour for Learning	Relationships
		Zones of regulation	Ready Body: Chair and Writing	Lunch Routine	Active Listening	Sharing Opinions
Friday	Behaviour for Learning	Relationships	Self Regulation	Responsibility	Transition and Routines	Behaviour for Learning
	Ready body: Carpet and Floor (preparation for worships/those classes who use the carpet)	Solving Friendship Problems	Relax and Reset	Following Instructions	Safely Use Cutlery	Manners and Kind Words
Taught Discretely	Self-Regulation - Additional Regulation Support					

Spring 2

Strand	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	Behaviour for Learning	Transitions and Routine	Relationships	Behaviour for Learning	Behaviour for Learning
	Ready body: Carpet and Floor (preparation for worships/those classes who use the carpet)	Lining Up and Moving Around School	Playground and Social Time	Active Listening	Manners and Kind Words
Friday	Self Regulation	Relationships	Responsibility	Transition and Routines	Good Friday
	Zones of regulation	Solving Friendship Problems	Following Instructions	Safely Use Cutlery	No School
Taught Discretely	Self-Regulation - Additional Regulation Support				

Summer 1

Strand	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Monday	Behaviour for Learning	Transitions and Routine	Responsibility	Bank Holiday	Relationships	Behaviour for Learning	Relationships
	Ready body: Carpet and Floor (preparation for worships/those classes who use the carpet)	Lining Up and Moving Around School	Class Jobs and Care for Resources	No School	Playground and Social Time	Active Listening	Sharing Opinions
Friday	Self Regulation	Relationships	Behaviour for Learning	Transition and Routine	Responsibility	Transition and Routines	Behaviour for Learning
	Zones of regulation	Solving Friendship Problems	Ready Body: Chair and Writing	Lunch Routine	Following Instructions	Safely Use Cutlery	Manners and Kind Words
Taught Discretely	Self-Regulation - Additional Regulation Support						

Summer 2

Strand	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday	School INSET	Self Regulation	Behaviour for Learning	Transition and Routine	Behaviour for Learning	Behaviour for Learning
		Zones of regulation	Ready Body: Chair and Writing	Lunch Routine	Active Listening	Manners and Kind Words
Friday	Behaviour for Learning	Relationships	Self Regulation	Responsibility	Transition and Routines	School Closed
	Ready body: Carpet and Floor (preparation for worships/those classes who use the carpet)	Solving Friendship Problems	Relax and Reset	Following Instructions	Safely Use Cutlery	
Taught Discretely	Self-Regulation - Additional Regulation Support					

Daily Expectation

These are displayed around the school as a visual reminder for all pupils.

Your Morning Routine: Start of the Day



Arriving at School

Be on time, greet staff, and walk straight to your classroom.

The Cloakroom

Put things away quickly and keep the a-tidy for everyone.



Entering the Classroom

Walk in calmly and quietly while greeting your friends and teachers.



Starting Your Work

Find your assigned seat and begin your morning work immediately.



Our Playtime Promise: Stay Safe, Be Kind, Have Fun

Caring for our School



Play Sensibly and Share

Walk safely to the playground and share all school equipment with others.

Keep the Environment Tidy

Put rubbish in the bin and look after our plants and trees.

Respect Indoor Spaces

Keep toilets clean and use them only for their intended purpose.

Caring for Each Other

Be Kind and Respectful

Listen to adults, use kind words, and give others personal space.



Stop at the Signal

Stop talking and raise your hand immediately when you hear the signal.



Move Quietly and Sensibly

Walk silently when lining up and returning to your classroom seat.

Moving Around Our School: Our Golden Rules

Moving Safely and Quietly



Walk calmly in a single file line.

Stay in order with your adults at the front of the line.

Listen and wait for adult instructions.

Remain calm and quiet while waiting for your teacher to lead.



Go straight back to class.

Return immediately after using the toilet or completing a job.



Showing Care for Others and Our School



Be kind and helpful to everyone.

Hold doors open and greet others with a smile or a "hello."

Keep our school clean and tidy.

Always pick up any rubbish you see and put it in the bin.



Save energy by turning off lights.

Ensure lights are switched off whenever you are the last to leave.

