

Stretham Community Primary School



Behaviour Curriculum
2026

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Introduction

We believe that **behaviour is communication**. When a child displays difficult or dangerous behaviour, it is the behaviour that is unacceptable, not the child. Every child should feel valued, respected and supported.

Our approach is informed by **Cambridgeshire Therapeutic Thinking (CTT)** and the principle that “**when children feel better, they behave better.**” We aim to understand why a child is behaving in a particular way and consider what they may be communicating through their behaviour.

We believe that behaviour is **taught, modelled, practised and reinforced**. Children need to be explicitly taught how to behave, manage their emotions, build positive relationships and meet our school expectations.

Positive relationships are central to our approach. Adults should “**connect before they correct**”, building relationships that help children feel safe, understood and ready to learn.

Our Approach

We aim to be **proactive rather than reactive**. Staff should identify early signs of difficulty and provide support before behaviour escalates.

We promote positive behaviour through:

- Positive relationships and role modelling
- Clear routines and consistent expectations
- Explicit teaching and modelling
- Positive language, reminders and redirection
- Praise and recognition
- Support with emotional regulation
- Calm and consistent responses
- Reflection, repair and restorative opportunities

When behaviour does not meet our expectations, adults will respond **calmly, consistently and proportionately**. Any consequence should focus on the behaviour and its impact, not the child. Children should be supported to understand what happened and how they can make a more positive choice in the future.

Our Behaviour Curriculum

Our behaviour curriculum provides a consistent approach to teaching children how to:

- Be safe and respectful
- Manage their emotions and behaviour
- Build positive relationships
- Follow routines and expectations
- Develop positive learning behaviours
- Reflect on their actions and make better choices

Children should have regular opportunities to **learn, practise and revisit** these skills throughout their time at school.

Intent

Our behaviour curriculum aims to:

1. Build a positive culture where good behaviour is recognised and celebrated.
2. Teach children clear expectations and the skills needed to meet them.
3. Develop children's emotional regulation, social skills and independence.
4. Provide a consistent approach for all staff.
5. Support every child to feel safe, valued and included.
6. Help children reflect on their behaviour, repair relationships and make positive choices.

Ultimately, we want every child to develop the **skills, confidence and understanding they need to behave positively, succeed in their learning and contribute to our school community.**

Behaviour Curriculum- What we teach

The behaviour curriculum is based on our school vision and values and our school rules and expectations:

Our Vision

'Achieving Potential Together as a School Family.'

Our Values

Each Member of Our School Community is...

- *Compassionate;*
- *Curious;*
- *Courageous;*
- *Resilient;*
- *Inclusive.*

'Stretham Community Primary School is committed to being a welcoming, safe and respectful place where everyone is celebrated, encouraged and nurtured.'

Our School Rules and Expectations



Stretham Community Primary School Our Behaviour Agreement



We are:

Ready

- Look and listen
- Focus and concentrate
- Try our best
- Equipment ready and belongings away

Respectful

- Be kind
- Treat others as we would like to be treated
- Use good manners and be polite
- Choose words and actions carefully
- Listen and follow instructions

Safe

- Kind hands and feet
- Sensible walking
- Keep our school tidy
- Share worries with a trusted adult

See Appendix A for the progression of skills taught and expected at each phase

In the Classroom

Pupils will:

- Sit appropriately on chairs/carpet.
- Show active listening - facing forward.
- Use school equipment with respect and have it ready at the start of each lesson.
- Use oracy skills.
- Try their hardest with all tasks.
- Remain in their allocated space, unless instructed.
- Show respect to their peers when working in groups.
- Ask permission before leaving the classroom.

Staff will:

- Set clear classroom expectations and ensure these are implemented daily.
- Ensure all resources are prepared in advance where possible.
- Ensure classroom environment is well-organised, clear and tidy. Model appropriate learning behaviour.
- Teach behaviour explicitly where necessary – correlate to PSHE curriculum.
- Praise/recognise good sitting/listening.
- Make sure all children have stopped talking before teaching.
- Ensure learning starts straight away.
- If SLT called, staff member to brief SLT away from the child.
- Support all levels of need as required.

Parents will:

- Ensure language about school remains positive and supportive of school's behaviour curriculum and policy.

Why we expect this behaviour:

- create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils' learning.
- To build a collaborative class ethos and positive school culture.

Sanctions/consequences for not following the expectations:

- positive, gentle reminders of the expectations.
- Apply behaviour policy. Beginning with warning system and then using time out of class if necessary.
- Complete work during break/lunch time under the direction of the class teacher if necessary.
- Class teacher to communicate with parents.

Play and Lunch times

Lunchtime and playtime non-valued behaviour will be dealt with in the same way that it is in the classroom. If a child needs to be spoken to regarding their behaviour the basic principles of an appropriate consequence and time to reflect, repair and restore will be used. This will be logged on My Concern and reported to SLT.

At break and lunch		
Pupils will: - Follow instructions to leave classroom safely using appropriate doors. - Play with each other and with equipment safely and respectfully – following our OPAL rules and play scheme. - Seek adult support when needed. - Use manners. - Use your voice appropriately inside and outside. - Freeze when the whistle is blown to listen and be directed. - OPAL rangers to be in charge of getting equipment and putting it away, though it is everyone's responsibility to support this - When the bell rings, line up quietly.	Staff will: - Set clear playground boundaries with staff to follow with the children. - Deliver OPAL assemblies for safe play. - Football played during designated timeframes and supervised. - Check staff are outside before sending children out. - Ensure children wash their hands before going in to eat. - Support with behaviour if needed in the following order. 1. Lunchtime Supervisor. 2. Class Teacher. 3. SLT. - Collect equipment for lunch play (lunchtime supervisors to support OPAL rangers). - Blow the Whistle to get all children to freeze. - Ring the bell and use hand in the air when children line up to model remind children to be silent. - House points awarded	Parents will: Ensure language about school remains positive and supportive of school's behaviour curriculum and policy.
Why we expect this behaviour: - create a calm, positive learning environment. - To ensure pupils make excellent progress. - To promote pride in pupils' learning. - To build a collaborative class ethos and positive school culture.	Sanctions/consequences for not following the expectations: - Positive reminders of the expectations. - Loss of equipment for a period of time decided by the adults. - Redirected to a different activity. - Missing a breaktime/lunchtime. - Spending period of time in a designated area – 'round house'. - Teachers informing parents. - Apply behaviour policy.	

Assemblies

Pupils will:

- Line up for assembly and walk quietly to the hall
- Sit cross legged in the hall where directed.
- At the end of assembly, show 'be ready' and stand when asked to by whomever is leading.
- Walk back to class sensibly and safely.

Staff will:

- Ensure their class attends assemblies on Mondays, Tuesdays, Thursdays and Fridays.
- Adults to stay in assemblies, unless directed otherwise.
- Positively address behaviour in their own class.
- Model expected behaviour and listening.
- Teaching our core values and their meanings during assemblies (Compassionate, Curious, Courageous, Resilient, Inclusive) – lead by SLT.
- Deliver assemblies (SLT) on Be Ready, Be respectful, Be Safe.

Parents will:

- Model the expected behaviours of the pupils.
- Not use phones for communication.
- Not take photos. If it is deemed acceptable (a member of staff leading the assembly will grant permission) to take a photo, only photograph your own child. Do not share photos on social media.

Why we expect this behaviour:

- Provides a calm, purposeful atmosphere for the assembly.
- Allows celebration of achievements of others.
- Ensures all children are ready to listen to the message & learning from the assembly.
- Builds community and team spirit.
- Shows respect to the member of staff leading the assembly.
- Learning time is maximised.

Sanctions/consequences for not following the expectations:

- Consistent, gentle reminders of the expectations using warning system.
- Move to another position to aid focus.
- Miss part of break
- Apply behaviour policy.

Behaviour Curriculum and Implementation

How behaviour is taught across the school

Behaviour teaching and learning happens **every day**, in planned and responsive ways.

Planned Teaching Opportunities

- **Whole-school assemblies** – introduction and reinforcement of expectations, rights, values and themes
- **Key stage assemblies** – age-appropriate discussion, reflection and problem-solving
- **In class** – celebration of positive behaviour, shared language and modelling as well as explicit lessons on rules and routines and developing skills required to follow these
- **Circle time and restorative conversations** – emotional literacy, listening, empathy and reflection
- **PSHE lessons** – delivered mainly through the **Cambridgeshire PSHE scheme**, explicitly teaching behaviour-related skills
- **Whole-school initiatives**, including:
 - Children's Mental Health Week
 - Anti-Bullying Week
 - Online Safety events
 - Wellbeing and inclusion themed days

Day-to-Day Teaching

- Modelling respectful behaviour by all adults
- In-the-moment coaching and scripting
- Emotion coaching and validation
- Use of consistent language linked to our school rules and behaviour expectations
- Restorative conversations following difficulties

Suggested teaching approaches for each phase:

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
• Visual rules and routines • Stories, puppets and role play • Daily circle time • Immediate praise and modelling • Co-regulation with adults	• PSHE lessons • Class discussions and circle time • Modelling and role-play scenarios • Restorative questions supported by adults	• PSHE lessons • Key stage assemblies exploring real-life scenarios • Guided restorative conversations • Reflection time after incidents	• PSHE lessons • Debate and discussion in class and assemblies • Peer mediation and leadership roles • Reflective writing and self-evaluation

In classrooms, the following strategies are implemented across the school:

Zones of Regulation

We have adopted this curriculum as a way of helping children to manage and control their feelings and emotions and learn to self-regulate. It puts all our feelings and emotions into one (or more than one) of four coloured categories.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- It provides a common language - everyone knows and understands the **ZONES** language. This creates a comfortable and supportive environment for the pupil to practice their self-regulation skills. All feelings are acknowledged and validated – never overlooked or told ‘you’ll be ok’
- No zone is bad, no-one should ever be made to feel bad about the zone they are in.
- Support might be needed to help control and respond appropriately to feelings
- All zones are expected at different times and circumstances
- Everyone manages zones at a personal level
- Adults need to model experiencing different zones, as well as the pupils
- You can be in more than one zone at a time and some emotions can fall into more than one zone
- All feelings are ok. It's what you do with them that counts
- The Zones of Regulation is intended to be neutral and not communicate judgment.

We can create a ‘toolbox’ of strategies to help manage emotions in each zone; developing these strategies is key to helping to regulate feelings, in socially appropriate ways. We may need to help children develop these tools

Classroom code

At the beginning of each year in September, every class creates a set of classroom rules to which they all sign a pledge to strive to uphold. These are then displayed and referred to when unacceptable/detrimental behaviour is observed.

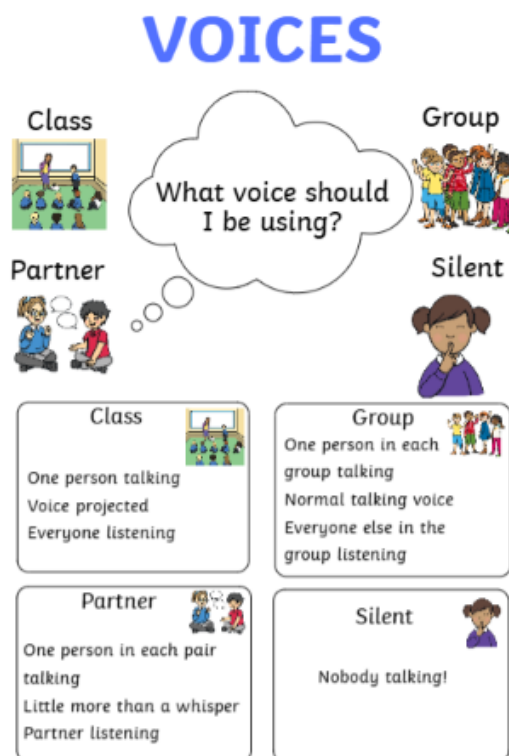
- aim for positive formulation (i.e. Do rather than Do not)
- display prominently in class - signed by the children in class
- refer to as appropriate to remind class
- reviewed / reminded regularly (particularly when a new child arrives)

Class codes should be centred around the school's vision and values and school rules and expectations (Ready, Respectful, Safe) and must include...

- Behaviour towards others / peers / adults
- Behaviour towards equipment
- Learning behaviours

Voices

Staff will remind the children of these expectations at the beginning of the year and revisit regularly. **A copy of these posters should be displayed in each classroom.**



Praise, Reward and Celebration

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- Verbal praise from adults and peers
- House points
- Stickers for themselves
- Sharing good work/effort to other classes, teachers, Deputy Head or Head Teacher
- Postcard of Praise sent home
- Parents informed – a brief chat at the end of the day (or phone call home)

Postcards of Praise



Postcards of Praise are private celebrations of achievements that can be awarded to pupils by any staff member to celebrate effort, achievement or valued behaviours.

Worry Box

- Children can use their class worry box to write down any concerns they have. They must know, that these can't be kept secret. A member of staff will aim to chat to a child who has used the worry box at the earliest opportunity.
- If necessary, teachers may pass on concerns to someone else. This may be Mrs Woodman (SENCo / Mental health lead), Mrs Swann (Headteacher/DSL), Mrs Yeoman (Deputy Headteacher/DDSL) or Mrs Spencer (Behaviour lead/DDSL).

Understanding the language of behaviour

Detrimental Behaviour is behaviour that hurts or hinders an individual, the community or the environment.

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Unvalued behaviour

- Child is not enjoying or making any effort to behave socially in the company of others - BUT NOT TO THE DETRIMENT OF OTHERS.
- This behaviour needs dealing with, giving the child an opportunity to reflect but it can wait; often drawing attention to the unvalued behaviour will result in it escalating into unvalued behaviour.

Difficult or dangerous behaviour

- Dangerous is behaviour that causes harm to an individual, the community or to the environment. It is likely to cause injury harassment, alarm or distress; it can violate the rights of another person

Language when dealing with detrimental behaviour (difficult or dangerous)

Staff will use positive phrasing when addressing a child, using clear, short and simple instructions. For example:

Positive phrasing e.g.

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

Limited choice e.g.

- "Put the pen on the table or in the box"
- "When we are inside, Lego or drawing?"
- "Talk to me here or in the courtyard"

Disempowering the behaviour e.g.

- "You can listen from there"
- "Come and find me when you come back"
- "Come down in your own time"

Use of a de-escalation script e.g.

- Use the person's name – "David..."
- Acknowledge their right to their feelings – "I can see something is wrong"

- Tell them you are there – “I’m here to help you”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) – “Come with me and...”

Consequences and sanctions

Where children’s needs are unmet through this curriculum and children demonstrate repeatedly difficult and/or dangerous behaviour, consequences will be put in place that are graduated, logical and proportionate. More information and detail on consequences and sanctions can be found in our behaviour policy.

The Behaviour Policy will include details on further procedures for dealing with behaviour such as tricky moments plans, individual behaviour plans and risk reduction plans.

Reasonable adjustments to supporting behaviour expectations

Reasonable adjustments to allow pupils who need some additional support to maintain positive, valued behaviours may include:

- Additional modelling and repetition
- Arriving in class prior to other pupils to have a quieter environment to enter
- Sitting in a specific space of their own or in a different way
- Being met or greeted by a member of staff
- Movement breaks and task breakdowns
- Time in a separate space e.g. tent, breakout room, or an agreed calm and safe space
- Time to talk 1:1 with staff
- Support at break times or lunch times
- Differentiated tasks or timetable
- Small group support in or out of the classroom
- ELSA sessions
- Development of strategies/systems to manage own behaviour or emotions e.g. visual timetable, reward systems, personalised zones of regulation resources, fidget toy e.g. stress ball

Support for children who do not yet meet behaviour expectations

We recognise that not all children are able to meet behaviour expectations without additional support. In line with Cambridgeshire Therapeutic Thinking, we respond with **support, not punishment**, and focus on teaching missing skills.

More details regarding inclusion and additional support for children can be found in our Behaviour Policy.

Supporting documents

- Cambridgeshire Therapeutic thinking: <https://therapeuticthinking.co.uk/>
- Keeping Children Safe in Education (KCSIE): [assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026 .pdf](https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026.pdf)
- Working Together to Safeguard Children: [Working together to safeguard children - GOV.UK](#)
- Behaviour in Schools Guidance: [Behaviour in schools - GOV.UK](#)
- Mental health and Behaviour in Schools: [Mental health and behaviour in schools - GOV.UK](#)
- Special Educational Needs and Disability (SEND) Code of Practice: [SEND code of practice: 0 to 25 years - GOV.UK](#)
- School behaviour policy: (add link)
- School child protection and safeguarding policy: (add link)
- School mental health and wellbeing policy: (add link)

Appendix A Behaviour Skills Progression by Age Phase

The progression below sets out how children develop increasing independence, self-regulation and responsibility as they move through primary school.

	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
READY	• Know and follow simple routines • Look towards the person speaking and listen • Begin to focus on an activity and persevere • Have equipment ready with adult support • Begin to organise and look after belongings	• Listen carefully and follow simple instructions • Focus on learning for increasing periods • Have a go and keep trying when learning is challenging • Organise equipment and belongings independently • Move between activities calmly and promptly	• Sustain attention and concentrate in different learning situations • Take responsibility for being ready to learn • Persevere and use strategies when work is challenging • Organise equipment and belongings independently • Recognise when they need to refocus	• Demonstrate consistent readiness to learn • Manage time, equipment and belongings independently • Sustain concentration and manage distractions • Show resilience and take pride in their effort • Take responsibility for their learning and preparation
RESPECTFUL	• Use kind words and actions • Share, take turns and include others • Use simple manners such as please and thank you • Listen when others are speaking • Follow adult instructions with support • Begin to recognise how their words and actions affect others	• Treat others fairly and kindly • Use polite language and good manners • Listen to others without interrupting • Follow instructions promptly • Choose words and actions that are considerate of others • Begin to resolve disagreements appropriately	• Show respect for different people, views and experiences • Communicate politely, even when disagreeing • Listen actively and respond appropriately • Follow instructions without repeated reminders • Consider the impact of their words and actions • Resolve minor disagreements calmly	• Consistently demonstrate kindness, courtesy and respect • Listen to and value different perspectives • Disagree respectfully and challenge ideas rather than people • Use mature and appropriate language in different situations • Consider the consequences and impact of their choices • Support others to make respectful choices
SAFE	• Use kind hands and feet • Walk safely indoors • Keep themselves and others safe • Help keep the classroom and playground tidy • Know who their trusted adults are • Tell an adult when they are worried or someone is unsafe	• Use safe hands, feet and words • Walk sensibly around school • Take care of shared spaces and belongings • Recognise unsafe situations and seek help • Know which adults they can talk to if worried • Begin to understand how their choices affect safety	• Take responsibility for their own safety and the safety of others • Move safely and sensibly around school • Look after the school environment and shared resources • Recognise risks and make sensible choices • Know when and how to seek help • Share worries with a trusted adult	• Consistently make safe and responsible choices • Assess risks and consider the consequences of actions • Help maintain a safe and positive environment • Take responsibility for the safety and wellbeing of others • Know when a situation requires adult support • Confidently share worries or concerns with an appropriate trusted adult