



Behaviour Curriculum

Date of Issue

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Reviewed

January 2026

Next review date

January 2027

1. Aims

Yewtree Primary School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives.

At Yewtree Primary School we aim to make it easier for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentless in establishing excellent behaviour.

At Yewtree Primary School we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed the schools' values: THRIVE (Trust, Hardworking, Resilience, Independent, Valued and Equality)
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
 - Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at Yewtree Primary School are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misconduct.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the school's behaviour curriculum in and out of school.
 - Ensure that excellent behaviour is a minimum expectation for all.

2. Teaching

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional 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 and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these. For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime.

Our emotional literacy program is taught alongside the behaviour curriculum in order for all children to have a clearer understanding of their emotions and explicit vocabulary to be able to express how they feel.

Lack of emotional vocabulary and literacy has been proven to be a contributor to anti-social behaviour. Self-regulation depends completely on this. You cannot feel an emotion if you don't know what it is and need language to deal with real problems.

It is expected that all pupils will know this content.

The process for teaching behaviour explicitly is as follows:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.

3. 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. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum.

4. Emotional Literacy Curriculum

Year Group	Curriculum Taught	Vocabulary
Early Years Foundation Stage	Developing a positive sense of self (what I do well, my important people, my favourite food, place, toy etc) Emotions: happy, sad, angry, surprise, scared, hungry/thirsty	happy, jolly, angry, cross, sad, upset, scared, hungry, thirsty
Year 1	Recap previous year. Taming your temper (calming down techniques) Emotions: excited, fear, disgust, calm, safe, ashamed	Recap previous year and: cheerful, mad, annoyed, unhappy, miserable, fear, scared, delighted, grumpy excited, fear, disgust, calm, safe, ashamed, panic
Year 2	Recap previous year. Identifying ways to manage and change how they are feeling – strategies to support and identifying personal triggers. Emotions: tired, pride, worried, embarrassed, loved, confused	Recap previous year and: Joyful, miserable, frustrated, proud, pride, calm, settled, gloomy, glum, displeased, furious, stroppy, tired, weary, worried, embarrassed, loved, confused.
Year 3	Recap previous year: Identifying ways that their emotions can or may impact others. Conflict resolution Emotions: nervous, jealous, valued, bored, motivated, gratitude	Recap previous year and: Thrilled, overjoyed, dismal, down in the dumps, enraged, thankful, grouchy, nervous, jealous, valued, bored, motivated, gratitude, spiteful, lazy
Year 4	Recap previous year. Reflecting on their emotions, using a wider vocabulary, to express a range of emotions and how they may respond to them. Emotions: vengeful, sympathetic, reflective, confident, lonely, generous	Recap previous year and: Jubilant, despondent, dismal, incensed, antagonistic, emotional, confident, vengeful, sympathetic, reflective, tranquil, lonely, generous, neglected,
Year 5	Recap previous year. Developing an awareness of what positively and negatively affects their mental and emotional wellbeing. Emotions: inspired, overwhelmed, disappointed, grief, optimistic, pessimistic,	Recap previous year and: Exhilarated, elated, heartbroken, grief stricken, inspired, overwhelmed, disappointed, grief, optimistic, pessimistic, sorrow
Year 6	Recap previous year. Managing conflict, peer pressure – taking responsibility for their emotions and their impact on others' emotions Emotions: anxiety, stress, apprehensive, humiliated, self-assured, modest,	Recap previous year and: Euphoric, ecstatic, inconsolable, homesick, anxiety, stress, apprehensive, humiliated, self-assured, modest, intimidated,

5. Behaviour Curriculum

Respectful (Manners)	Uniform	Assembly	Moving Around School
<p>Know that we should always say please and thank you. Know that it is polite to hold doors open for others. Know that we should say 'Good morning or afternoon' Know that it is polite to give eye contact to the person you are talking to. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Know that we pick up litter, coats and resources if on the floor or untidy.</p>	<p>Know that we wear full uniform, and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately. Know that we can wear a watch and stud earrings and no other jewellery/smart watches. Know to wear correct PE kit as appropriate for PE days.</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we participate actively – singing etc.</p>	<p>Know that we walk around school following the 4 s's (straight, sensible, silent and still) Know that we line up in our agreed line order Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)</p>
	<p>Going Home</p> <p>Know that we say good afternoon to everyone at the end of the day. Know that we stack our chairs. Know that we go to collect our belongs sensibly and calmly in table groups. Know that we stand behind our table seats silently until called by an adult to go home.</p>		<p>Attendance</p> <p>Know that we try to attend school every day. Know that we must try to arrive at school on time every day. Know that attending school on time every day is important so that we don't miss important learning</p>
Playground	Classroom	Library	Outside of School
<p>Know that we must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that we must be kind, by including people in our games and sharing equipment. Know that we help tidy up at the appropriate time Know that we walk back into class quietly and calmly</p>	<p>Know how to follow the silent stopping strategy: flat palm. We use the silent, 1,2,3 strategy to stand, move to where you need to be, sit. Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p>	<p>Know that we talk quietly in the library. Know that we place books carefully back on the shelf in the correct space. Know that we look after our schoolbooks so that everyone can enjoy them. Know that all books stand the correct way up, with spine out if on a shelf, front cover facing forward if in basket. Know that no food or drink should be consumed in the library. Know that we treat our soft furnishings with respect.</p>	<p>Know that when we are wearing your school uniform, we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting or swearing.</p>
Lunch Halls	<p>Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom. Know that we treat equipment appropriately and with respect. Know that we answer the register by saying good morning or afternoon. Know that we follow the presentation guidelines in our books (Appendix 1)</p>		Online
<p>Know that we line up quietly and sensibly Know that we say please and thank you Know that we eat using a knife and fork. Know that that we chew with our mouths closed. Know that we raise our hand to check if it is ok for us to leave or eat our pudding. Know that when eating, we stay in our seats facing our food Know that we clear away our table space, cutlery, plate, cup and leave tidy</p>			<p>Knowing how to stay safe online and use technology sensibly and safely Knowing that we remain polite and kind even on online platforms such as Snapchat and WhatsApp. Knowing who to go to for help and support</p>

6. Appendix 1



Maths Presentation Expectations KS1

- We start a new page for each piece of work
 - We only use pencil in maths books.
 - We write the short day (DD/MM/YY) at the top left of our page
 - The Learning Objective is written/stuck in at the top left of our page
 - We write one digit per square
 - Writing goes through squares
 - We draw all straight lines with a ruler
 - We work down the left-hand side of the page, leaving 2 lines between questions.
 - We label question numbers in the margin
 - We stick sheets in straight; they are not folded.
- If work isn't presented in the expected way, it will obviously need to be repeated at lunch time or break time.*



English Presentation Expectations KS2

- We start a new page for each piece of work.
- We write using a handwriting pen from Summer Term Year 3 upwards in English books.
- Any drawing must still be completed in pencil.
- The Learning Objective and date is written at the top left of our page.
- We write neatly onto the lines of our book even when completing a diagram or mind map.
- We always use our neatest, joined up handwriting.
- We draw all straight lines with a ruler and pencil.
- When making a mistake, we cross out neatly with a pencil and ruler, using one line only.
- We make sure all of our sentences start with a capital letter and end with appropriate end punctuation.
- We label question numbers in the margin.
- We stick sheets in straight; they are not folded.
- Purple pen should be used for my editing

If work isn't presented in the expected way, it will need to be repeated at lunch time or break time.



English Presentation Expectations KS1

- We start a new page for each piece of work.
- We write using pencil in English books.
- The Learning Objective and date is written/stuck in at the top left of our page.
- We write neatly onto the lines of our book even when completing a diagram or mind map.
- We always use our neatest handwriting.
- We draw all straight lines with a ruler and pencil.
- When making a mistake, we cross out neatly with a pencil and ruler, using one line only.
- We make sure all of our sentences start with a capital letter and end with appropriate end punctuation.
- We label question numbers in the margin.
- We stick sheets in straight; they are not folded.

If work isn't presented in the expected way, it will need to be repeated at lunch time or break time.



Maths Presentation Expectations KS2

- We start a new page for each piece of work
- We only use pencil in maths books.
- We write the short day (DD/MM/YY) at the top left of our page, this is underlined with a ruler
- We write the Learning Objective 2 lines lower than the date and underline it with a ruler
- We write one digit per square
- Writing goes through squares
- We draw all straight lines with a ruler
- We work down the left-hand side of the page, leaving 2 lines between questions.
- We label question numbers in the margin
- We stick sheets in straight; they are not folded.

If work isn't presented in the expected way, it will obviously need to be repeated at lunch time or break time.

