

River Primary School – Behaviour Curriculum 2025 – 2026

This document is the basis for planning and delivery within each year group for the school behaviour curriculum. The key principle of this document is the belief and understanding that behaviour is taught and not caught. This means that children should be taught how to behave and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. This enables the establishment of a school culture where pupils and staff flourish.



It outlines the knowledge that should be taught:

- Routines and expectations
- Development of learning pedagogy.

Some children may need additional support to reach the expected standard of behaviour. As stated within the behaviour policy, these children should be identified and offered additional intervention and support. However, as with any curriculum, targets should be developed and build progressively from their starting points. The behaviour curriculum defines the expected behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring children can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviour through restorative conversations.

Implementation

We implement our intended behaviour curriculum through several deliberate and strategically planned approaches:

Assemblies Whole school focus on values and expectations	Jigsaw and Personal Development Opportunities to develop an understanding of safety	Routines Focused purposeful practice of class based routines	Pedagogy Expectations included within all lessons	Celebration Celebration of meeting behaviour expectations. The use of consequences and restorative practice for inappropriate behaviour choices	Consistency Application of policy	Culture Promoting positive relationships
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Teaching the Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS to Year 6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Inclusion and Adaptations

While this curriculum is intended for all children, it will be applied differently in different year groups depending on children's ages and may be applied differently depending on individual SEND needs. For example, children who have Autism may find it very uncomfortable to maintain eye-contact with adults. Reasonable adjustments must be made, and sensitivity applied, when teaching the behaviour curriculum.

Our Key Principles

Know that there are three behaviour principles in school. These are to

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Know the following examples of these three principles:

Be Ready	Be Respectful	Be Safe
Wear the correct uniform Arrive at school on time Have the correct equipment Tidy up your own workspace and the classroom Show good sitting Give the adults 100% of your attention Work hard on the tasks you are given Follow adults' instructions Use the toilet during break times Complete your home learning	Say please and thank you Hold the doors open for others Wait for an adult to pass through Talk kindly to others Use a calm and polite tone of voice Take turns when talking Value differences At lunchtime, finish your mouthful before talking Say good morning/good afternoon to adults Respect others' right to learn Look after school property Follow adults' instructions Greet your parent/carer in a positive way at the end of the day Accept responsibility if you make a mistake and say sorry	Follow adults' instructions Walk through corridors and in the school building Use equipment safely Stay safe online Communicate in a calm and respectful way Play games that do not become too physical Know who to ask for help Sit safely and be mindful of those around you

Know that if you respect someone, you have a good opinion of their character or ideas.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. This is also linked to **integrity**, one of our school values.

Know that those who do not follow our key principles and our school rules will have a consequence for this.

Manners

Know that we use 'STEP to politeness' at River Primary School to make sure we are always polite to each other

Know that this stands for:

- **Smile** - be positive and upbeat when talking to adults and each other
- **Thank You**- say 'thank you' when they receive something, or someone does something nice for them
- **Excuse Me** - say 'excuse me' if someone is in their way
- **Please** - say 'please' when they are asking for something.



Know that you should let any waiting adults through a doorway before walking through yourself.

Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you.

River Routines

Agreed Signals

A – Agree (One thumb up) “I agree with you because...”

B – Build (Closed fists, building one on top of the other) “I would like to build on what you said...”

C – Challenge (Make a ‘C’ with thumb and index finger and move back and forth) “I’d like to challenge your thinking...”

3, 2, 1 – to support transitions

Seating Plan – Should be planned for and children should be prepared for any upcoming changes.

Lining Up Order – Either in register order or given numbers.

Wonderful Walking

Know that we walk around school showing *Wonderful Walking*.

Know that *Wonderful Walking* means:

- Facing forward

Giving a new opinion I think that... My opinion is... I believe that... In my view ...	Agreeing I agree with ... because... I would argue the same thing because... The reason I agree with... is... That is an interesting point because...
Building I would like to build on ...'s point because... I agree with ... but I need to add... In addition to ...'s point... Building on what ... said... That is a good argument however it needs...	Challenging I don't think ... is right because... I would like to challenge this because... I disagree with... because... My own view is different because... This view is incorrect because...

- Walking in a straight line
- Hands by your side
- Without talking
- Without leaning on walls whilst waiting

Know that we use *Wonderful Walking* to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Lovely Listening


Know that we use *Lovely Listening* in class.


This means that we use STAR:


- **S** – Stop – be ready. Show good sitting
- **T** - Track the speaker
- **A** – Attention. Activate your thinking.
- **R** - Respect the ideas and opinions of others


STAR

Listening

Stop - be ready 

Track the speaker 

Activate your thinking 

Respect the ideas and opinions of others 

Know that we all do *Lovely Listening* to ensure everybody is able to learn without distractions.

Assemblies

Know that I walk into and out of assembly silently.

Know that I sit with my legs crossed and my hands in my lap.

Know that I can show I am enjoying the music by singing along.

Know that I should not be getting up from my place.

Know that I show *Lovely Listening* to the person leading the assembly.

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I put my things in my locker and shut the door. My lunchbox goes on the trolley and I take the things I need to the classroom.

Know that I show *Wonderful Walking* when going to my classroom.

Know that I greet staff with a smile and a 'good morning'.

Know that I sit down in my seat as soon as I have entered the classroom and begin my morning task.

Start of a Lesson

Know that I must go straight to my seat when I enter the classroom.

Know that I stick in my learning question, date my work and stick in any additional resources as modelled by the teacher's example.

Know that once I have met the expectation set out in the model, I wait silently to show my teacher I am ready to learn.

Know that I should be sitting safely, being careful of those around me.

End of a Lesson

Know that I am responsible for tidying away the resources I have used.

Know that I should put my book away.

Know that I can show I am ready by sitting silently and facing the board.

Lunchtime in the hall

Know that I use *Wonderful Walking* when going into the hall.

Know that I collect my school dinner or lunchbox and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should remain seated while eating.

Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.

Know that that I use *Wonderful Walking* when walking from the dining hall to the playground.

Playtime Behaviour

Know that I must use *Wonderful Walking* from my classroom to the playground.

Know that I must follow our school play charter.

Know that I must play safely without hurting anyone.

Know that someone who is kind behaves in a gentle, caring and helpful way towards other people.

Know that I must listen to the adults' instructions.

Know that when signalled I must help with the tidying up.

Know that I must move over to the left hand side when walking up or down the ramp or stairs.

Know that I must walk back to my classroom using *Wonderful Walking*.

End of the Day

Know that when my teacher signals I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that I should say goodbye to the adults in the class.

Know that I should greet my parent/carer with a hello.

Know that I should line up quietly while being dismissed.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another child has been asked to talk as this will stop myself and others from learning.

Know that my water bottle must be kept in the basket.

Know that my pencil case must fit in my tray.

Know that I should respect school resources and use them for their intended purpose.

Completing Work in Books

Know that I should date every piece of work.

Know that I should always write neatly and clearly (with joined up handwriting.)

Know that I should always start writing from the margin.

Know that in Maths I should use one digit per box.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through my work.

Uniform Expectations

Know that I should wear the correct uniform.

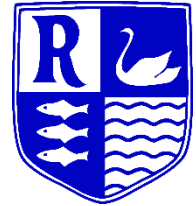
Know that I must not wear jewellery. We are only allowed 1 pair of studs and a watch.

Know that make up and nail varnish is not appropriate for school.

Know that long hair must be tied back - This is usually anything longer than shoulder length.

Know that I should have my wet weather clothes in school.

Behaviour at River - Be Your Best You



Routines, Phrases and Gestures

- Well considered seating plans
- 3, 2, 1 to support transitions
- Resources well organised on tables
- Praise in Public
- A, B, C hand gestures – No Hands Up.
- My Turn, Our Turn, Your Turn
- Emotional regulation check ins
- Lovely Listening – STAR
- Terrific Transitions

Positive Recognition

- Displays and recognition boards
- Golden Book
- Positive Points
- Stickers
- Proud Post
- Home contact (calls/emails)
- SLT praise
- THRIVE award
- Verbal recognition
- 'Me Time'

Our Key Principles

- Be Ready
- Be Respectful
- Be Safe

Micro Scripts for Adults

- I've noticed that you... (seem hot/are stamping your feet)
- I imagine that you are feeling...
- I wonder if...
- Do you remember the ...(positive behaviour) I saw? That's the behaviour I want to see now.

Visible Consistencies for All

- Daily meet, greet and smile
- Wonderful Walking
- STEP to politeness
- Holding Doors Open
- Daily reinforcement of our values
- Clear expectations
- Expected behaviours praised first

Restorative Questions

- What happened?
- What were you feeling at the time? What have you felt since?
- How did this make others feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently next time?

