

Great Bardfield Primary School



Behaviour Curriculum

'At Great Bardfield Primary School, kindness and compassion are central to everything we do. We nurture the minds and hearts of all our pupils, encouraging them to become resilient and successful individuals. Through our teaching and guidance, we help them to be the best they can be, enabling them to make a positive contribution to the local community and the wider world.'

Approved by: Elizabeth Crow (Headteacher)

Ratified by Governors: January 2026

Next review due by: January 2027

Rationale

At Great Bardfield Primary School, behaviour is not viewed simply as compliance but as a set of learned skills that children develop over time within the safety of strong trusting relationships. This approach aligns with the RSHE curriculum by supporting pupils' personal development wellbeing and readiness to learn. In our small rural community where everyone is known and valued we believe that feeling a sense of belonging is essential for children to thrive socially emotionally and academically.

The purpose of our Behaviour Curriculum is:

- To explicitly teach pupils how to behave well, regulate emotions, build positive relationships and contribute to a safe and respectful school community.
- To ensure behaviour is understood as a learning process supported through consistent teaching modelling and relational practice.

Core Values and Expectations

Our expectations are simple shared and clearly understood by the whole school community. They reflect the kind of school we are and the values we want our children to carry with them beyond the classroom and into the wider world. They are closely aligned to RSHE principles and support pupils behaviour attitudes and personal development.

- Behaviour Code: **Be Ready Be Respectful Be Safe.**
- Values underpinning behaviour: **Courage - Compassion - Community**
- Curriculum intent: Enabling pupils to develop self-discipline, empathy, problem solving skills and a strong sense of social responsibility.

What we teach

We explicitly teach the behaviours we want to see, recognising that children need guidance practice and encouragement to develop positive habits. These behaviours are revisited regularly and reinforced across all areas of school life. Our use of the myHappymind programme supports the development of emotional literacy. It helps children understand what good mental health looks like in an age appropriate and practical way, in line with RSHE statutory guidance with an emphasis on mental wellbeing resilience and positive attitudes to learning.

We teach:

- Positive learning behaviours: active listening, focus, resilience and participation.
- Social behaviours: taking turns, sharing, kindness, conflict resolution, restorative justice and inclusive play.
- Emotional regulation: identifying feelings, co regulation strategies, calming strategies and seeking help (supported through shared language and concepts from myHappymind).
- Safety behaviours: safe movement around school, safe play and following adult instructions to keep everyone safe.

How We Teach

Behaviour is taught in the same way as any other part of the curriculum clearly consistently and with high expectations. Adults model the behaviours we want children to learn and provide regular opportunities for practice in real life situations. The myHappymind programme is used alongside PSHE and RSHE to explicitly teach children about emotions, resilience, self-regulation and positive mental health.

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- Explicit teaching through assemblies, PSHE lessons, stories, role play and modelling.
- Daily routines taught, practiced and reinforced including lining up, transitions, greetings, endings and movement around school.
- Consistent adult language linked to Ready Respectful Safe.
- First attention given to best conduct with positive behaviour publicly recognised and celebrated.
- Restorative conversations used following incidents to support reflection, learning and repair.

Relational Approach (Trauma Perceptive Practice)

We recognise that behaviour is often a form of communication especially when children are experiencing difficulty. Our approach prioritises relationships, emotional safety and understanding, ensuring that children feel supported rather than judged.

- Behaviour is understood as communication of need.
- Connection comes before correction.
- Boundaries are used to keep everyone safe not to punish.
- Solutions focus on understanding underlying needs and teaching new skills.
- Policy effectiveness is measured by pupil wellbeing and the capacity for reasonable adjustment.

Teaching Routines and Expectations

Predictable routines help children feel secure and confident particularly in a small school where consistency and familiarity are key. High expectations are balanced with warmth, encouragement and support.

- Meet and greet at the door to build connection at the start of each day.
- Legendary lining up and wonderful walking as shared whole school expectations.
- Calm, orderly transitions that are explicitly taught and practiced.
- Use of visual timetables and predictable structures to support understanding.
- High expectations of tidiness and care for our shared environment.

Responding to Behaviour

When behaviour falls short of expectations adults respond calmly and consistently, focusing on teaching and learning rather than blame. All responses are rooted in fairness, dignity and respect.

- Calm, consistent adult behaviour at all times.
- Use of educational and protective consequences always linked to teaching expected behaviour.
- A restorative approach following harm to support accountability and relationship repair.
- CPOMS used to record significant incidents.
- Personalised approaches in place for pupils with SEND or SEMH needs.

Supporting Children with Additional SEMH Needs

Some children require additional support to develop emotional regulation and positive behaviour. We work closely with children and families to ensure support is responsive, inclusive and tailored. Universal approaches including myHappymind help all pupils build a shared understanding of mental health, emotional wellbeing and self-regulation while targeted strategies support individual needs in line with RSHE expectations.

- Pupil Profiles written with the children to reflect their voice and experiences.
- Personalised One Planning approach used to identify needs and effective strategies.

- Reasonable adjustments including sensory breaks alternative spaces and trusted adults.
- Understanding stress responses and supporting pupils back into their Window of Tolerance using strategies reinforced through myHappymind.
- Collaboration with parents and carers and external agencies.

Behaviour Curriculum Progression

Behaviour skills are developed progressively recognising that children's social and emotional needs change as they grow.

- EYFS: foundational social skills sharing turn taking and basic routines.
- KS1: emotional literacy conflict resolution and growing independence in routines.
- KS2: advanced self-regulation leadership opportunities and problem solving in relationships.

Assessment and Review

Behaviour is continually monitored to ensure our approach remains effective and responsive to the needs of our children and community. Monitoring reflects a focus on behaviour attitudes safeguarding and personal development.

- Ongoing observation of behaviour and engagement.
- Review of restorative conversations and patterns of incidents.
- Adjustments made to curriculum content and interventions as needed.
- Termly monitoring and review by senior leaders and governors.

*This policy is to be read in conjunction with our Behaviour and Relationships Policy and our RSHE Policy.