



The Great Leighs Behaviour Curriculum

Explicitly taught from EYFS to Year 6

Vision

At Great Leighs Primary School, we believe that behaviour is learned and therefore must be taught. We explicitly teach the behaviours, routines and habits that enable every pupil to feel safe, belong, participate and learn successfully.

Our purpose Through clear teaching, consistent adult modelling, regular practice and thoughtful adaptations, pupils learn to Grow, Learn, Persevere and Succeed.

This curriculum works alongside

- the Behaviour and Relationships Policy;
- the Teaching and Learning Framework;
- the PSHE and Relationships curriculum;
- the school's safeguarding, SEND, attendance and inclusion arrangements.

It is not

a list of demands, a script that replaces professional judgement, or a reason to overlook SEND, communication, regulation, trauma or safeguarding needs. Expectations remain ambitious; access and support are adapted when necessary.

Core principles

Principle	What it means
Relationships matter	Warm, predictable relationships create safety, trust and readiness to learn.
Behaviour is taught	Adults explain, model, practise, notice, correct and reteach expected behaviour.
Consistency matters	Pupils experience the same core language and routines from every adult and in every setting.
High expectations for all	Every pupil can learn and be supported to meet ambitious expectations.
Connection supports correction	Adults remain calm and curious while making expectations and boundaries clear.
Restore, repair and reconnect	Mistakes lead to reflection, proportionate consequences, repair and successful reintegration.

1. The behaviour we teach

Our three relationship rules

Rule	Pupils learn to
Kind Hands	keep themselves and others safe; help, share, care for resources and respect personal space.
Kind Words	speak respectfully; encourage others; disagree appropriately; avoid discriminatory, derogatory or sexualised language.
Kind Feet	move and play safely; respect boundaries, other people and the learning environment.

Our three whole-school routines

Routine	Pupils learn to
Walk calmly through school	move safely, stay with the group and protect learning in other spaces.
Line up calmly and quietly	stand safely, keep appropriate space and become ready for the next activity. Silence may be expected where it serves safety or learning.
Listen and respond to adults	orient attention in an agreed way and respond promptly to clear, reasonable instructions. Processing time and communication support are provided when needed.

These expectations apply

- in classrooms, corridors and assemblies;
- at playtime and lunchtime;
- in clubs, wraparound provision and enrichment;
- on educational visits, residentials and when representing the school;
- online where behaviour affects pupils, staff or the school community.

2. How behaviour is taught

Adults use the same eight-part teaching sequence for important routines:

Step	Adult action
1. Name	State the routine and the success criteria clearly.
2. Explain	Connect the routine to safety, learning, respect or belonging.
3. Model	Demonstrate the routine and narrate the small steps.
4. Contrast	Show or discuss a brief non-example and identify what must change.
5. Practise	Rehearse together in the real setting.
6. Feedback	Notice what was successful and correct precisely, calmly and briefly.
7. Apply	Use the routine independently in daily school life.
8. Retrieve and reteach	Revisit after a delay, holiday, change of context or when standards become insecure.

Teaching, not telling A reminder names an already-secure expectation. When pupils do not yet know, remember or independently use a routine, adults teach it again.

Adult modelling

- Adults model respectful language, calm movement, active listening, emotional regulation and repair.
- Corrections focus on the behaviour, not the child's identity.
- Staff use the least intrusive effective prompt and return pupils to successful participation quickly.
- Routines are practised until pupils can perform them fluently and increasingly independently.

3. Six curriculum domains

Domain	Essential knowledge and habits
Ready to learn	Arrive and settle; organise belongings and equipment; begin promptly; seek help appropriately; care for resources.
Listen and contribute	Respond to the attention signal; orient attention appropriately; take turns; use subject-appropriate talk; listen and build on ideas.
Move safely and calmly	Walk through school; line up; enter and leave rooms; transition between tasks; use shared spaces respectfully.
Relate with kindness and respect	Use Kind Hands, Kind Words and Kind Feet; include others; respect difference; resolve minor disagreements; report concerns.
Play and eat together	Play safely; use equipment responsibly; queue and use good manners; include others; finish lunchtime ready to learn.
Regulate, repair and reconnect	Recognise feelings and body signals; use taught regulation strategies; ask for support; reflect; repair harm; rejoin learning and relationships.

Whole-school attention routine

Hand up—“3, 2, 1—Eyes on Me” 3: finish safely. 2: stop and become quiet. 1: hands still and attention towards the adult. Pupils then listen and wait for the next instruction. Reasonable adjustments may include an alternative agreed way to demonstrate attention without requiring direct eye contact.

Learning behaviours

- Listen actively and follow clear instructions.
- Persevere and use feedback.
- Work independently and cooperatively.
- Organise resources and manage attention.
- Ask for help and use taught strategies.
- Take responsibility, repair mistakes and return to learning.

4. Progression from EYFS to Year 6

Phase	Pupils are taught to	Adult emphasis
EYFS	Imitate simple routines; respond to visual and verbal cues; name basic feelings; play safely; accept co-regulation; begin to repair with adult help.	Concrete modelling, visuals, songs, stories, immediate practice, repetition and co-regulation.
KS1	Recall the rules; follow familiar routines; organise simple resources; use words to seek help; take turns; recognise impact; complete a supported repair.	Short explanations, narrated modelling, guided rehearsal, specific praise and gradual release.
Lower KS2	Explain why routines matter; manage equipment and transitions; sustain attention; use regulation strategies; resolve minor disagreements; take responsibility.	Increasing independence, scenario rehearsal, reflection and flexible support.
Upper KS2	Apply expectations across contexts; regulate more independently; manage conflict respectfully; model routines; challenge discriminatory behaviour safely; contribute to community standards.	Leadership, complex scenarios, self-monitoring, peer responsibility without policing, and preparation for secondary school.

Progression is not withdrawal of support

Pupils develop at different rates. Older pupils may still need direct teaching, visual support, rehearsal, co-regulation or personalised communication. Support is responsive to current need and is faded only when independence is secure.

5. Annual teaching and retrieval map

When	Core teaching	Expected practice
September: first two weeks	Teach the six rules/routines, attention signal, classroom routines, movement, assembly, playtime, lunchtime, regulation and repair.	Daily modelling and rehearsal in the real setting; immediate feedback; additional practice for pupils who need it.
Autumn 2	Respect, responsibility, friendship, cooperation, care for property and active listening.	Weekly retrieval; revisit routines identified through evidence.
Spring 1	Learning behaviours: readiness, organisation, attention, perseverance, contribution and help-seeking.	Full post-holiday reset through reteaching, not simply reminders.
Spring 2	Belonging, difference, inclusive language, anti-bullying, reporting concerns and safe online behaviour.	Scenario practice and links to PSHE, relationships education and safeguarding.
Summer 1	Self-regulation, responsibility, independent routines, positive playtimes and lunchtimes.	Review support and whether prompts are increasing independence.
Summer 2	Leadership, transition, representing the school, reflection and preparation for the next phase.	Teach transition-specific routines and celebrate growth without ranking pupils.

Additional reteaching happens

- after every holiday and significant change;
- before trips, visitors, performances and unfamiliar events;
- when evidence shows that a routine is insecure;
- for new pupils and pupils returning after extended absence or suspension;
- individually or in small groups when pupils need more intensive teaching.

6. Inclusion and reasonable adjustments

The curriculum is for every pupil. Equality does not mean identical provision. Staff maintain ambitious expectations while adapting communication, environment, teaching, practice and support so pupils can participate successfully.

Adjustments may include

- additional modelling, pre-teaching and rehearsal;
- visual schedules, task boards, social narratives or alternative communication;
- additional processing time and reduced language;
- sensory and environmental adjustments;
- planned movement or regulation support;
- adult response plans, risk assessments or individual support plans;
- a different agreed way to demonstrate listening or readiness;
- carefully planned transitions and reintegration.

Ambition check Does the adjustment remove a barrier while protecting safety, dignity, belonging, curriculum access and increasing independence?

When behaviour communicates need

Adults remain curious about communication, regulation, learning, SEND, trauma, safeguarding and environmental factors. Understanding need informs the response; it does not remove clear boundaries, support for those affected, or appropriate accountability.

Support planning

Plans identify the behaviour to be taught, likely triggers or barriers, preventative support, agreed adult language, regulation strategies, appropriate consequences, repair, reintegration and how impact will be reviewed with the pupil and family.

7. Relationships, restoration and anti-bullying

Restorative learning

When the pupil is regulated and ready, adults use developmentally appropriate questions:

- What happened?
- What were you thinking or feeling?
- Who has been affected and how?
- What needs to happen now to put things right?
- What will help you respond differently next time?

Repair may include restoring property, redoing part of a routine, completing interrupted learning, a helpful action or a sincere apology when the pupil understands its purpose and is ready to offer it.

Anti-bullying and harmful behaviour

STOP—“Several Times On Purpose”—is a pupil-friendly memory prompt, not the school’s sole definition. Bullying is usually repeated and intended to hurt physically or emotionally. It may involve an imbalance of power and can occur online. A serious one-off incident, discriminatory incident, sexual harassment or harmful online act is still investigated and addressed promptly.

- Pupils are taught how to recognise bullying, report concerns, seek help and act as a safe bystander.
- Teaching explicitly addresses racist, faith-based, sexist, misogynistic, homophobic, biphobic, transphobic and disability-related language and behaviour.
- Sexualised language, sexual harassment and harmful sexual behaviour are addressed through safeguarding procedures as well as behaviour responses.

8. Recognition, implementation and evaluation

Recognition

Adults notice behaviour specifically and sincerely, linking recognition to the rule, routine, value, effort or strategy demonstrated. Recognition may include verbal praise, family points, positive contact home, certificates, headteacher recognition and school celebrations. Recognition systems must not publicly shame, exclude or rank pupils.

Implementation responsibilities

Role	Responsibility
Headteacher/SLT	Define the active ingredients, train all staff, protect consistency, review data and remove implementation barriers.
Teachers	Explicitly teach, model, practise, adapt, retrieve and reteach the curriculum.
Teaching assistants	Use agreed language, prompt independence, support rehearsal and communicate useful information to teachers.
Lunchtime/club staff	Teach and reinforce the same expectations in less structured contexts.
SENDCo/pastoral leaders	Support reasonable adjustments, graduated provision, plans and review of impact.
Pupils and families	Contribute voice and feedback; understand the shared expectations and support plans.

Appendix A: routine planning template

Element	Staff complete for each important routine
Routine name	What do we call it consistently?
Purpose	Why does it matter for safety, learning, respect or belonging?
Success steps	What exactly will pupils do? Keep the sequence short and observable.
Adult model	What will the adult demonstrate and narrate?
Practice	Where and when will pupils rehearse it?
Feedback	What precise praise or correction will adults use?
Adaptations	What access, communication, sensory or regulation adjustments may be needed?
Retrieval	When will the routine be revisited?
Evidence	How will we know it is increasingly fluent and independent?

Appendix B: agreed adult language

- “I’ve noticed...”
- “The expectation is...”
- “Let me show you the first step.”
- “We will practise that again.”
- “What support will help you begin?”
- “You are safe. I am here to help. We will talk when you are ready.”
- “What needs to happen so you can rejoin successfully?”

Relevant national guidance

- DfE, Behaviour in schools: advice for headteachers and school staff (February 2024).
- DfE, Restrictive interventions, including use of reasonable force, in schools (effective April 2026).
- DfE, Suspension and permanent exclusion guidance (effective July 2026).
- DfE, Keeping Children Safe in Education 2026.
- EEF, Improving Behaviour in Schools.
- Ofsted, State-funded school inspection toolkit, version 1.1.