



Behaviour Curriculum 2026–2027

Approved by: Full Governing Body

Headteacher: Mrs T McKee

Approved on: September 2026

Date: September 2026

Review date: July 2027

At Wootey Infant School we believe that positive behaviour is taught, modelled and practised every day. Our Behaviour Curriculum teaches the knowledge, skills and attitudes that help every child to feel safe, valued and ready to learn.

'Learning to fly high'

Autumn Term 1	Boundaries and Keeping Safe
Autumn Term 2	Resilience and Coping with Change
Spring Term 1	Self-Regulation
Spring Term 2	Respect
Summer Term 1	Focus
Summer Term 2	Independence

Our vision: To ignite a lifelong love of learning, ensuring all children are well prepared, academically and emotionally, for their next stage of learning.



Happiness



Respect



Creativity

Wootey Infant School

Behaviour Curriculum 2026–2027

Approved: September 2026

Review Date: July 2027

Vision

At Wootey Infant School we believe that positive behaviour is **taught, modelled** and **practised** every day.

Our Behaviour Curriculum enables every child to feel safe, valued and successful by explicitly teaching the behaviours, routines and social skills that allow children to flourish academically, socially and emotionally.

We recognise that behaviour is communication. Through strong relationships, consistent expectations and nurturing support, we help every child learn how to regulate emotions, develop resilience and become respectful, independent learners.

Our curriculum is built around our school values and prepares children to become kind, confident and responsible members of the school community.

Intent

This Behaviour Curriculum has been developed to:

- create a calm, safe and purposeful learning environment
- explicitly teach positive behaviours and routines
- ensure consistency across the school
- develop children's emotional literacy and self-regulation
- promote respect, resilience and independence
- support pupils with additional needs through reasonable adjustments
- fulfil statutory responsibilities under the Education and Inspections Act 2006

‘Learning to fly high’		
To ignite a lifelong love of learning, ensuring all children are well prepared, academically and emotionally, for their next stage of learning.		
Core Value	Definition	Link
Happiness	Feeling happy, safe, and enjoying yourself.	My Happy Mind
Respect	Being kind and caring to people, animals, and things.	The Golden Rules

Creativity	Using your imagination to make, think, or try something new.	The Silver Learning Code
------------	--	--------------------------

Our Principles

At Wootey Infant School we believe:

- Behaviour is taught - not assumed
 - Every interaction is an opportunity to teach
 - Relationships come first
 - Consistency creates security
 - Children thrive when expectations are clear
 - Positive behaviour should be recognised and celebrated
 - Consequences should teach rather than punish
 - Every child deserves a fresh start
-

Leadership and Responsibilities

Governors

Governors will:

- approve and review the Behaviour Policy
- monitor behaviour data
- ensure statutory compliance
- support school leaders in maintaining high expectations

Headteacher

The Headteacher will:

- lead implementation of the Behaviour Curriculum
- ensure consistency
- provide staff training
- monitor behaviour systems
- report behaviour trends to Governors

Senior Leaders

Senior leaders will:

- coach staff

- monitor behaviour records
- support children with additional needs
- oversee behaviour plans
- ensure restorative approaches are used consistently

All Staff

All adults will:

- model respectful behaviour
- teach routines explicitly
- reinforce expectations consistently
- use agreed language
- build positive relationships
- celebrate success
- respond calmly to behaviour

Parents

Parents are expected to:

- support the school's expectations
- work in partnership with staff
- attend meetings where appropriate
- reinforce school values at home

Pupils

Children are expected to:

- try their best
- follow school routines, including the Golden Rules
- Use the Zones of Regulation or ask for help when needed

Whole school expectations and routines

The whole class routines will be explicitly taught, practiced and rehearsed throughout the year.

All staff will hold children accountable to ensure a calm school environment with a shared understanding of “**what we permit is what we promote**”.

Arrival/ morning routine	Transition routine	Listening routine	Partner talk routine	End of day routine
Adult stand and welcome warmly at the door Children enter calmly Greet adults (if not, adults challenge kindly) Make their Discovery Time choice	Children walk quietly and carefully Carry equipment safely All staff will kindly challenge/ reinforce if not meeting expectation (not using a shouting tone) Doors are held open for others to follow on	Team stop will be used to focus children (hand raise no saying 'team stop') Children's eyes on the speaker Voices off unless it is partner talk or response. Hands still Sitting comfortably and safely (sitting kneeled or bottom on carpet, no swinging on chairs) (All of above unless IEP or behaviour plan states otherwise)	Teacher will show the hand silent signal to signify partner talk Turn to face partner Make eye contact to show you are listening Take it in turns to speak No talking over each other Be ready to share what your partner has said	Pack away Check space is tidy Collect belongings calmly waiting for the people around you Teacher to dismiss and look forward to tomorrow

How we teach behaviour: pedagogical approaches

• Behaviour narration

Staff use narration to reinforce expectations using behaviour narration which highlights the valued behaviour and encourages others to follow suit.

Example:

"Chris has written the date and title so is ready."

• Modelling

Adults demonstrate expected behaviours explicitly in their own conduct.

Example:

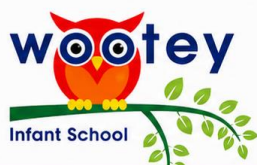
Staff will walk calmly and quietly down the corridor. Staff will greet other members of staff warmly to reinforce what is expected of the children.

• Guided practice and rehearsal

The teacher will support the children by practising routines repeatedly until fluent. If necessary, revisiting throughout the year.

• Silent signals

Silent signals will be used to reduce cognitive load and support smooth transitions.



Wootey Infant School

SILENT SIGNALS



1 Team stop

Raise your hand to stop the class. Children to raise their hand back to show they have stopped.

2 1, 2, 3

Raise 1 finger - children stand up
Raise 2 fingers - children stand behind the chair
Raise 3 fingers - children line up



3 My turn, Your turn

Put your hands on your shoulders to show your turn.
Then bring your hands forward to show children's turn.

4 Paired talk

Hands facing forwards and then close to face each other.
Children to then turn to face their talk partner.



Our Values



Happiness



Respect



Creativity

Behaviour Curriculum Sequence

Autumn Term 1

Boundaries and Keeping Safe

Children will learn:

- classroom expectations
 - school routines
 - playground routines
 - lunchtime routines
 - walking safely around school
 - listening carefully
 - using kind hands and feet
 - safe choices
 - asking adults for help
 - recognising trusted adults
 - “Choose it, use it, put it away”
 - Owl Zone expectations
-

Autumn Term 2

Resilience

Children will learn:

- perseverance
 - managing disappointment
 - trying again
 - recognising emotions
 - calming strategies
 - growth mindset
 - solving simple problems
 - celebrating effort
-

Spring Term 1

Self-Regulation

Children will learn:

- identifying feelings
 - Zones of Regulation
 - calming techniques
 - waiting their turn
 - managing impulses
 - using breathing strategies eg 'Happy Breathing'
 - recognising when they need support
-

Spring Term 2

Respect

Children will learn:

- kindness
 - good manners eg please, thank you, you're welcome, 'thank you for the apology but please don't do that again'
 - respecting differences
 - looking after equipment
 - playground friendships
 - respectful language
 - taking turns
 - active listening
 - respecting adults that aren't the class teacher
 - giving and receiving compliments eg Turtle Day
-

Summer Term 1

Focus

Children will learn:

- concentrating
- active listening
- independence during learning
- reducing distractions
- completing tasks
- classroom stamina

Summer Term 2

Independence

Children will learn:

- organising belongings
- taking responsibility
- solving problems appropriately
- preparing for transition
- helping others
- becoming confident learners
- Cutlery skills

Teaching Behaviour

Behaviour is taught through:

- direct teaching
- assemblies
- PSHE
- stories
- role play
- modelling
- behaviour narration
- praise
- restorative conversations
- daily classroom routines
- playtime coaching
- celebration assemblies

Every routine is explicitly:

- taught
- modelled
- practised
- revisited
- celebrated

Whole School Routines

Children are explicitly taught how to:

Arrive at school

- greet adults politely
- hang coats independently
- organise belongings
- begin morning learning promptly

Move around school

- walk quietly
- stay with their class
- respect shared spaces

Listen

Children:

- stop
- look
- listen
- think
- respond

Learning

Children learn to:

- be ready
- join in
- persevere
- ask questions
- work cooperatively

Playtimes

Children are taught to:

- include others
- solve disagreements kindly
- use equipment safely
- tell an adult when worried

Lunchtimes

Children are taught:

- table manners
- independence
- conversation skills
- tidying away

Recognition

Positive behaviour is recognised through:

- Verbal praise
- Behaviour narration
- Celebration in Assembly
- Stickers
- Individual dojo points
- Class dojo points
- Class marble jar treat
- Governor Reach Award

Recognition focuses on effort, kindness, resilience and improvement.

Responding to Behaviour

Adults respond consistently.

Stage 1

Gentle reminder

"Remember our expectation..."

Stage 2

Reteach

Adult models the correct behaviour.

Stage 3

Reflection

Child reflects with an adult and practises the expected behaviour.

Stage 4

Restorative conversation

Adult explores:

- What happened?
- Who has been affected?
- How can we make things right?

Stage 5

Senior Leader involvement

Used only when behaviour is unsafe or repeatedly disrupts learning.

Parents are informed where appropriate.

Restorative Practice

Children are supported to:

- understand their actions
- recognise feelings
- repair relationships
- practise better choices
- move forward positively

Every day is a new day.

Supporting Additional Needs

Some pupils require adapted approaches.

These may include:

- individual behaviour plans
- visual timetables
- sensory breaks
- emotional regulation support
- social stories
- movement breaks
- safe spaces
- additional adult support
- reasonable adjustments
- pastoral intervention
- SEND support

Support is based upon individual need rather than applying identical consequences to every child.

Assessment

Behaviour is monitored through:

- classroom observations / learning walks
- behaviour records
- CPOMS/Arbor (or school MIS)
- pupil voice
- parent voice
- attendance
- learning walks
- behaviour audits
- Governor monitoring
- Safeguarding reviews

Leaders regularly review trends to identify support needs.

Teachers will use the following:

- Initially record detrimental behaviour on the printed behaviour record sheet
- Upload any behaviours above a 2 on Arbor
- Write using STAR (situation, trigger, action and response)
- Use Arbor to track trends and triggers
- Work with the Inclusion lead to create bespoke plans of response
- Discuss behaviour patterns with parents (valued, detrimental or dangerous)

SLT will use the following:

- Inclusion lead will use Arbor to track trends, triggers and patterns responding to appropriately using the behaviour tracker
- Vulnerable pupil meetings to discuss specific children (putting bespoke support in place as necessary)
- Pupil, parent and staff voice to support behaviour
- Learning walks and monitoring

Staff Development

Staff receive training through:

- annual Behaviour Policy updates

- induction
- safeguarding training
- restorative practice
- trauma-informed practice
- SEND training
- de-escalation strategies
- coaching and monitoring

Graduated approach to behaviour

- At Wootey Infant School we recognise that one size does not fit all. Children who have experienced Trauma, ACE's or have additional needs such as SEND or SEMH may require a different approach
- In response to this we adopt the therapeutic approach of '**predict**' '**prepare**' '**progress**' to proactively support children to access learning
- **Predict (proactively anticipating triggers/ barriers)**
 - -Knowing the child's influences / anxieties and dependencies
 - -Anxiety analysis - gather pupil voice Template
 - -Discussions with parents
 - -Analysis of triggers using Arbor
- **Prepare (proactively preparing for reducing barriers)**
 - -Therapeutic plans Template
 - -Risk assessments
 - -Adapted timetables such as breakout spaces, outdoor learning or part time timetables
- **Progress (review)**
 - -After 6 weeks, meet with team around the child to review the progress (teacher, SLT and parent)
 - -Consider if removal of the plan is appropriate, adaptations are made or whether further

Consequences

- Consequences can be for valued (positive), detrimental or dangerous (negative) behaviours.
- Consequences are **not punishments or punitive** - they are **feedback** that behaviour needs re-teaching.
- '**Clean slating**' will be used following a consequence/ reflection time for detrimental or dangerous behaviours eg - welcoming warmly back or using phrase 'tomorrow is a new day'

Behaviours	Consequence	Adult actions
Valued behaviours • Displaying the school values in or out of school • Following the school routines and behaviour expectations, including the Golden Rules • Going above and beyond • Displaying the British values - democracy, rule of law, individual liberty, mutual respect and tolerance	• Celebration Assembly recognition • Head teacher's office for sticker and praise • Governor Reach Award • Tell parents at the end of the day on the door or phone call	• Publicly celebrate (unless inappropriate for individual) Send MME with the child • Use an enthusiastic tone
1. Detrimental behaviours • Disrespecting people or property • Not following instructions • Distracting others • Not displaying school values	• Verbal warning	• Private- gentle hand on shoulder, crouch down beside, calm tone. • Verbal reminder of the valued/ desired behaviour. 'At the moment your eyes aren't on me, I expect your eyes on me to show you are listening'
2. Repeated	• 'Thinking Time' and / or Reflection Book	• Identify the detrimental behaviour • Discuss and practice the desired behaviour.

Appendix - links to key resources

Anti-bullying policy

Therapeutic plan template

Anxiety analysis template

Behaviour reflection form.pdf

Restorative debrief booklet.pdf

Reintegration form template

Appendix A

Six-Term Behaviour Curriculum Overview

Term	Theme	Key Learning
Autumn 1	Boundaries and Keeping Safe	Routines, expectations, safety
Autumn 2	Resilience and Coping with Change	Growth mindset, managing emotions
Spring 1	Self-Regulation	Emotional regulation, calming strategies
Spring 2	Respect	Kindness, manners, friendships
Summer 1	Focus	Attention, perseverance, independence
Summer 2	Independence	Responsibility, transition, confidence

Appendix B

Behaviour Curriculum Progression

Autumn Term 1

Boundaries and Keeping Safe

Reception

I can...

- come into school calmly
- put my belongings away independently
- sit on the carpet safely
- look at the person speaking
- listen without interrupting
- follow one-step instructions
- walk safely around school
- use kind hands and kind feet
- tell an adult if I feel worried
- begin to understand our classroom rules

Year 1

I can...

- follow classroom routines independently
- follow two-step instructions
- move around school quietly
- keep myself and others safe
- make good choices even when adults are not beside me
- remember classroom expectations
- solve small problems using my words
- recognise when my behaviour affects others

Year 2

I can...

- consistently follow school expectations
- demonstrate safe behaviour in all school environments

- remind others respectfully about routines
- identify risks and make sensible choices
- explain why rules keep everyone safe
- take responsibility for my own behaviour

Autumn Term 2

Resilience and Coping with Change

Reception

I can...

- keep trying when something is difficult
- ask for help appropriately
- cope with small changes
- begin to recognise my feelings
- celebrate my own achievements

Year 1

I can...

- manage disappointment appropriately
- understand that mistakes help me learn
- try different strategies before giving up
- adapt when routines change
- encourage my friends

Year 2

I can...

- show perseverance when learning is challenging
- manage unexpected change positively
- explain how I feel
- use strategies to overcome frustration
- support younger children by modelling resilience

Spring Term 1

Self-Regulation

Reception

I can...

- recognise when I feel happy, sad, angry or worried
- use simple calming strategies
- wait for my turn
- ask an adult when I need help
- begin to manage my emotions

Year 1

I can...

- recognise different emotions
- use breathing or calming strategies independently
- control my voice
- stay focused for longer
- think before I act

Year 2

I can...

- explain how my feelings affect my behaviour
- independently choose appropriate regulation strategies
- manage frustration without upsetting others
- return to learning after becoming upset
- help others regulate appropriately

Spring Term 2

Respect

Reception

I can...

- use kind words
- share toys
- take turns

- look after classroom equipment
- listen when others are speaking

Year 1

I can...

- show good manners consistently
- respect different opinions
- include others in games
- look after school property
- resolve friendship difficulties kindly

Year 2

I can...

- show respect in all areas of school
- celebrate differences
- understand fairness
- resolve disagreements independently where appropriate
- be a positive role model

Summer Term 1

Focus

Reception

I can...

- concentrate for short periods
- finish simple activities
- ignore small distractions
- be ready to learn

Year 1

I can...

- maintain concentration during lessons
- organise my learning resources

- complete tasks with increasing independence
- return to learning after interruptions

Year 2

I can...

- sustain focus during longer learning tasks
- manage distractions independently
- monitor the quality of my work
- remain engaged without adult reminders

Summer Term 2

Independence

Reception

I can...

- put my own belongings away
- tidy my learning area
- choose appropriate resources
- ask for help when I need it

Year 1

I can...

- organise myself for learning
- solve simple problems independently
- complete classroom jobs responsibly
- make sensible choices

Year 2

I can...

- take responsibility for my learning and behaviour
- prepare myself for Junior School
- organise my belongings independently
- support younger children positively

- reflect on my behaviour and identify next steps

Expected Behaviour Progression Across the School

Behaviour Skill	Reception	Year 1	Year 2
Listening	Follows one-step instructions	Follows two-step instructions	Follows complex instructions independently
Self-Regulation	Begins to recognise emotions	Uses taught calming strategies	Independently selects regulation strategies
Independence	Adult-supported routines	Mostly independent routines	Fully independent daily routines
Relationships	Shares and takes turns	Solves simple disagreements	Resolves conflicts respectfully and restores relationships
Responsibility	Looks after own belongings	Looks after shared resources	Takes responsibility for own actions and supports others
Learning Behaviours	Ready to learn with support	Maintains focus for longer	Demonstrates resilience and sustained concentration
Safety	Follows simple safety rules	Understands why rules matter	Applies safety expectations independently across school

Assessment and Monitoring

To ensure the Behaviour Curriculum is taught and learned, teachers should assess behaviour in the same way they assess other curriculum areas:

- **Teach** – explicitly model and explain the behaviour
- **Practise** – rehearse routines daily in different contexts
- **Observe** – note whether pupils demonstrate the behaviour independently
- **Feedback** – provide immediate praise or reteaching
- **Review** – revisit behaviours regularly through assemblies, PSHE, circle time, and class discussions

Simple assessment descriptors can be used:

- **Beginning** – demonstrates the behaviour with adult support
- **Developing** – demonstrates the behaviour most of the time with occasional prompts
- **Secure** – consistently demonstrates the behaviour independently across different contexts