

Highwood Primary School



Promoting Resilience - Achieving Potential

Behaviour Curriculum

September 2026

Introduction

At Highwood Primary School we develop pupil's character through our behaviour curriculum. We believe that social emotional literacy development is a key building block for success and a fundamental part in a child's learning and development. To build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults demonstrating our **core values of Respect, Empathy, Gratitude, Honesty and Resilience**, and become active citizens in the diverse communities that they live in.

We believe that as pupils practise these values, over time they become automatic habits that positively shape how they feel about themselves and how other people perceive them. Through a growth mindset and behaviour taught explicitly we aim for pupils to recognise, understand and develop the positive character traits that are needed to be resilient in the complex world they are growing up. In addition, we aim to support pupils to reach their full potential and be the best version of themselves.

It is for this reason we have developed a Behaviour Curriculum. At the heart of the curriculum is creating a culture where pupils are given every opportunity to rehearse and strengthen their well-being and be equip with the life skills that will prepare them for the changing world of employment.

As well as this, behaviour education has been shown to have an impact on attainment, behaviour in and out of the classroom, attitudes and relationships, developing a safe and secure learning environment, better mental health, attendance and a sense of meaning and purpose.

Highwood Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour curriculum guides all stakeholders to act as role models and to create relationships with pupils that are based on mutual respect, where both adults and pupils are respected and respectful. Our approach is consistent and fair, with pupils' emotions valued and always supported.



Highwood Expected Behaviours



Readiness for School Rule

- We wake up on time. We arrive at school on time.
- We make sure that we are wearing the correct clothing - uniform, P.E or Forest School.
- We make sure we have eaten breakfast.
- We come to school with the correct equipment.
- We demonstrate good manners by saying “Good Morning” and being learning ready.
- We start our S.O.R.A activity straight away.

Safety Rule

- We follow the 1-2-3 safe transition rule
- We listen to the adults and helpers.
- We stay in school until home time.
- We use all equipment sensibly.
- We are always gentle with our hands and feet, so that we do not hurt anyone.

Caring Rule

- We are polite and well-mannered to everyone.
- We care for each other as well as ourselves.
- We care for our school and its property.
- We care for nature.

Learning Rule

- We settle down quietly to do our work.
- We raise our hand to speak.
- We have good manners and good listening.
- We demonstrate good thinking even when it is something hard.
- We use inside voices.
- We help each other and are friendly to all our classmates.
- We sit up straight.
- We have our equipment ready.
- We remove objects that distract us from our learning. We are responsible in keeping the table tidy.
- We keep our hands and feet to ourselves.
- We don't disturb or stop others from learning.
- We tidy up and put away all equipment.



Highwood Expected Behaviours

Movement Rule - Indoors and Outdoors

- We always walk quietly around the school so that we do not disturb other children.
- We stay outside unless we are sent in by an adult or we need the toilet.
- We line up and use the **H.A.L.L** approach:
Hands by our side, **A**ll eyes forward, **L**ips closed, **L**ow speed.
- We stop playing and line up when the whistle blows.
- We do not leave the classroom without permission.

Assembly Rule

- We line up and use the **H.A.L.L** approach:
Hands by our side, **A**ll eyes forward, **L**ips closed, **L**ow speed.
- Assembly is for listening and thinking and hands in our laps.
- We sit politely. We answer questions.
- At the end of Assembly, we leave the Hall quietly whilst the music is playing.

Lunchtimes and Wet Play Rule

- We say please and thank you.
- We eat all our lunch slowly.
- We use our inside voices.
- We clear and clean up our food tray after we have eaten.
- We are helpful at tidying up. We put the rubbish in the bin.
- We ask the adults for help.
- We play fairly and share the equipment.
- We sit and play wet play games in the classroom.
- When the whistle blows 5 times = 5 minutes left.
When the whistle blows 2 times = 2 minutes left. This means start to tidy up.
When the whistle blows 1 time = stop playing and line up.
- Equipment - We choose it. We use it and we put it away.
- We look after property.

Teaching the Behaviour Curriculum

The curriculum is taught explicitly from Early Years to Year 6. It is taught alongside the Early Years Curriculum and National Curriculum subjects. Pupils learn the content of the curriculum so that they can recall the information and act upon it. Expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across the school. Staff will also demonstrate these behaviours and ensure pupils have many opportunities to practice these.

We also teach our Behaviour Curriculum through Therapeutic Thinking, Thrive Approach and PSHE Jigsaw programme. This approach ensures that staff are trained to support children whose emotional well-being is affecting their engagement with learning. The philosophy highlights the importance of consistency and models the teaching needed to create internal discipline leading to behaviour change rather than imposing external discipline resulting in behaviour suppression. It provides a graduated approach, through person-centred, analytical tools to explore, consider and understand the causes of poor emotional well-being, resulting in adaptations to de-escalate a situation before a crisis occurs.

Behaviour Curriculum	Thrive	PSHE Jigsaw Personal, Social, Health and Economic Education
Explicit teaching on how to behave in different contexts. This ensures all pupils know what is expected of them at Highwood Primary. Target Intervention behaviour support is implemented for pupils who need to consolidate pro social behaviours.	Thrive Approach is grounded in neuroscience, child development theory, and attachment research. It operates on the principle that behaviour is a form of communication, often indicating unmet emotional needs. By addressing these needs, Thrive helps children build resilience, regulate emotions, and engage more effectively in learning.	A broad range of National Curriculum topics designed to help pupils develop the knowledge, skills and values they need to lead confident, healthy, safe, and responsible lives.

Acknowledging, Promoting and Consolidating

As with other curriculum content, the Behaviour curriculum is taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention.

Staff will:

- Provide precision praise so that children know what they are doing well.
- Provide proximal praise (praise pupils displaying valued behaviours to act as role-models to others)
- Use explicit instruction so that pupils know what is expected of them.
- Role-model valued behaviours. 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. It is expected that all pupils will know this content and understand why this behaviour is desired. Staff will also demonstrate these behaviours and ensure pupils have time to practise these.
- Build positive, professional relationships with pupils based on mutual respect.

Across the school, we also provide various opportunities for pupils. This includes participating in helping charity organisations, leadership opportunities (School Council, Eco Council Representatives, Playground Buddies, Lunchtime Ambassadors, and Anti Bullying Ambassadors, through Forest School learning, and extra-curricular activities.

Consistency

Our approach to behaviour teaching and application is underpinned by consistency at all levels. Consistency in teaching behaviour at primary school is crucial for creating a stable, supportive, and predictable learning environment. When staff consistently reinforce expectations, routines, and consequences, pupils feel secure and understand what is expected of them. This clarity helps to reduce confusion and behavioural dysregulation, allowing more time for learning and development. Consistency also fosters trust between pupils and staff, as children learn that rules are fair and applied equally. Moreover, it supports emotional and social development by modelling dependable adult behaviour, which is especially important during the formative primary years.

Adaptations, Supporting All Learners

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 are diagnosed with autistic spectrum disorder may find it very uncomfortable to maintain eye-contact with adults. Sensitivity and reasonable adaptations will be applied when teaching the curriculum.

The following programmes are used to provide additional specialist support when necessary:

Thrive Approach, Circle of Friends, Drawing and Talking Therapy, Lego Based Therapy, Trauma Informed approach, ELSA support, Behaviour Individual Plan, social stories, Personal Support Plans and specialised SEND equipment e.g ear defenders, movement breaks etc.

Modified Timetables - There are instances, particularly when there are concerns regarding a pupil's engagement with learning and/or any persistent or disruptive behaviour that is having a negative effect on a child's mental health, it may be decided to place a child on a Modified Timetable for an agreed period. In effect, this means the child has reduced time in the classroom. Modified timetables are always considered on an individual basis, they are planned carefully, implemented rigorously and regularly reviewed. Parents/carers are fully involved. Modified timetables often result in positive outcomes for all concerned as they support the child to re-engage with their learning routines and re-establish the rules and expectations of the classroom and the wider school.

Routines, Phrases, Gestures

All adults will use the following approaches to ensure there is a consistent pedagogy for supporting pupils feel ready, respected and safe at school:

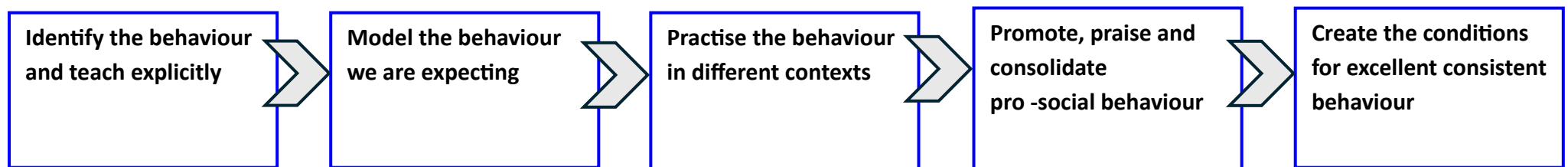
- Meet and Greet – Warm adult presence to start the day with connection and regulation.
- Visual Timetables and Now/Next Boards – Helps pupils feel secure in what's coming next.
- S.O.R.A Activities – A consistent, quiet activity ready for when pupils enter the classroom.
- Check-In/Check-Out System – Pupils choose a visual or written check-in e.g., emojis.
- End of day routines – conversations held with parent/ carers if necessary, regarding any behaviour incidents
- Thoughtful seating and carpet spaces allocated
- Resources and equipment organised in the classroom and on tables to promote responsible and independent behaviours
- Use of ten principles of instruction from Barak Rosenshine
- 1-2-3 to support transition
- Magnet Eyes used to help pupils remain attentive
- Precision Praise
- Proximal Praise
- My turn, your turn (hand gesture)
- Turn to your partner (hand gesture)
- Thumbs Check-In – Thumbs up/side/down for understanding or emotional state (hand gesture)
- Silent Signaller (hand gesture) – Adult raises their hand in the air. All pupils are to copy and stop what they are doing
- Use of chime from Jigsaw programme
- Micro scripts used for restorative questions and conversations
- Song, rhymes, phrases appropriate to the Phase e.g tidy up song, get in a circle, macaroni cheese – everybody freeze, 1,2,3 Eyes on me, Hands on Top – that means stop.

Implementation

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

Highwood culture promotes positive relationships and skills for learning.	Assemblies - whole school theme. Class Assemblies	Focused purposeful practice of class-based expected routines.	Jigsaw, Thrive, personal and safety development opportunities.	Highwood learning pedagogy included within all lessons. Target Intervention and nurture behaviour support for pupils.	Celebrations of expected behaviour, and the use of restorative practice and consequences.
Consistency in application.	Consistency in application.	Consistency in application.	Consistency in application.	Consistency in application.	Consistency in application.

Process for teaching Expectations



Curriculum Content Overview

Early Years Foundation Stage

In Nursery and Reception we focus on the Prime areas in the Autumn term and they continue to be the most important part of our curriculum throughout the year. PSED is crucial in the early years and underpins everything we do. Discrete PSHE sessions are taught weekly which follow the Jigsaw PSHE programme. We use stories and role-play to reinforce the positive behaviours that we expect from the children. As we are laying the foundations for positive behaviour, we are constantly talking about what is expected and modelling this for the children in Nursery and Reception. It is understood that all children will develop and learn at their own rate so repetition is crucial. This is why the ongoing themes are revisited regularly throughout the year.

The grid below shows when specific areas of behaviour are explored in more detail as well as the ongoing themes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing: Developing a positive sense of self, understanding where we fit in, building relationships with adults and peers, understanding our emotions, recognising difference, learning to listen, sharing and taking-turns, learning how to keep safe and healthy, understanding the difference between right and wrong.					
Building Foundations Establish a positive school culture and introduce core values and expectations Golden Rules Time to settle, understand the routines	Learning Behaviours Personal boundaries and respecting these Safe Hand – identify who can speak to Celebrating achievements	Deepening Relationships Making and keeping friends Enhance communication, self-regulation and social skills	Inclusion, Belonging and diversity Solving simple conflicts – saying sorry Listening and responding respectfully Celebrating achievements	My Health and Well Being Knowing what makes us unique and special Managing feelings Goal setting	Resilience, Responsibility and Positive Behaviour Preparing for change Building independence and responsibility Celebrating achievements

Curriculum Content Overview

All Year Groups from Year 1 to Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full Highwood behaviour curriculum content	Ongoing Revisit, re-teach, practice, practice, practice!	Longer recap of the Highwood behaviour curriculum	Ongoing Revisit, re-teach, practice, practice, practice!	Longer recap of the Highwood behaviour curriculum	Ongoing Revisit, re-teach, practice, practice, practice!
Building Foundations Establish a positive school culture and introduce core values and expectations Golden Rules British Values Personal safety, protective behaviours and responsibility Safe Hand – identify who can speak to Citizenship -Contributing to the life of the classroom and the school Book Presentation expectations	Learning Behaviours Time to settle, understand the routines Recognise how feelings impact our behaviour Low level disruption Personal boundaries and respecting these Different responsibilities, rights and duties at school and at home Celebrating achievements	Deepening Relationships Making and keeping friends Enhance communication, self-regulation and social skills Empathy in difficult situations Group collaboration Recognising healthy/unhealthy relationships Assertiveness – being confident without being aggressive	Inclusion, Belonging and diversity Human Rights Online Digital communication Solving simple conflicts – saying sorry Teamwork skills Listening and responding respectfully Respectful disagreement Celebrating achievements	My Health and Well Being Apply learned skills in various contexts and prepare for transitions Knowing what makes us unique and special Managing feelings Body Language Mindfulness Building independence and responsibility Goal setting	Resilience, Responsibility and Positive Behaviour Growth mindset Dealing with setbacks and bouncing back Anxiety triggers – coping strategies Preparing for change Celebrating achievements

Embedding Behaviour curriculum with links to other aspects of learning
(We ensure the culture is reinforced when teaching through other opportunities)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour expectations Golden Rules	Building Foundations	Learning Behaviours	Deepening Relationships	Inclusion, Belonging and diversity	My Health and Well Being	Resilience, Responsibility and Positive Behaviour
British Values	Rule of Law Rules keep us safe! We follow them at school and in our community.	Democracy We all have a say! We take turns, vote, and share our ideas.	Mutual Respect We are kind and fair! We treat others how we want to be treated.	Tolerance Everyone is special! We respect people of all backgrounds, beliefs, and cultures.	Individual Liberty We are free to be <i>us</i> ! We can choose our friends, hobbies, and beliefs.	Equality We treat people fairly, no matter who they are. Equity Sometimes people need different things to have the same chance
Safeguarding Curriculum	Who keeps us safe at school (introduce DSLs and trusted adults) Safe Hands Protective behaviours Emergency evacuation Swimming and Water Safety	Online safety basics (using devices safely) Anti bullying Week Cyber Bullying Road safety and safe walking	Internet Safety Be smart and safe on the internet Safe Hands Protective behaviours	Walk to School Week in the UK	RSE – Puberty Respect your body and others' space Safe Hands Protective behaviours Transition	Healthy relationships and personal boundaries Building self-esteem and confidence Transition
Assembly Themes World Religious festival and Saints Day awareness Promoting Friends of Highwood events	Behaviour Expectations and Routines Harvest – Food Bank International Day of Democracy Black History	Say No to Bullying School and ECO Council Elections Mental Health Awareness Remembrance, Hanukkah, Diwali, Christmas Giving to Charity-Samaritans Purse	New Year -Going for Goals Getting On and not falling out Holocaust Memorial Lunar New Year Mental Health Week St Patrick	Looking after our environment World Book Day Ramadan and Eid -al Fitr, Lent and Easter St David	Going for Goals St George World Day for Cultural Diversity for Dialogue and Development UNESCO	Empathy Day Olympic Values National Sporting values Goodbyes and Endings

Whole-School Behaviour Curriculum Through fortnightly Assemblies (Year 1–6)

This curriculum aligns Jenny Mosley’s Golden Rules with core values across fortnightly assemblies, promoting character development.

Autumn Term – Building Foundations and Learning Behaviours

Week	Assembly Theme	Golden Rule(s)	Core Value(s)	Assembly Focus
1, 2 and 3	Welcome & Belonging	Be kind, Listen	Respect	Building a safe and kind classroom community Citizenship -Contributing to the life of the classroom and the school
4 and 5	Our Golden Expectations	All rules	All values	Introduction to the rules and why we have them Establish a positive school culture and introduce core values and expectations
6 and 7	Being Gentle	Be gentle	Respect, Empathy	Using kind hands, feet, and words Recognise how feelings impact our behaviour
8 and 9	What Respect Looks Like	Listen to others	Respect	Listening with eyes, ears, heart Learning to wait, take turns, and cooperate
10 and 11	Celebrating Differences	Be kind	Empathy, Respect	Everyone is unique; inclusion and kindness
12	Our School Environment	Look after property	Responsibility	Respecting shared spaces and resources

Spring Term – Deepening Relationships. Inclusion, Belonging and Diversity

Week	Assembly Theme	Golden Rule(s)	Core Value(s)	Assembly Focus
1 and 2	Setting Goals Trying Our Best	Work hard	Resilience	Setting and reviewing personal learning goals What effort looks like; not giving up
3 and 4	Bouncing Back from Mistakes	Work hard	Resilience	Learning from mistakes; resilience stories
5 and 6	Truth and Trust	Be honest	Honesty	Why telling the truth builds trust Making and keeping friends Enhance communication, self-regulation and social skills Group collaboration and teamwork
7 and 8	Taking Responsibility	Be honest, Look after property	Honesty	Owning our actions and fixing mistakes
9 and 10	Fairness and Justice	Be honest Be kind	Honesty, Respect	Treating others fairly; standing up for what is right Assertiveness – being confident without being aggressive Human Rights Empathy in difficult situations
11 and 12	Appreciating Others	Be kind	Gratitude	Recognising others' contributions; saying thank you Respectful disagreement Solving simple conflicts – saying sorry

Summer Term – My Health and Well Being. Resilience, Responsibility and Positive Behaviour

Week	Assembly Theme	Golden Rule(s)	Core Value(s)	Assembly Focus
1 and 2	Being Thankful Helping Others	Be kind, Be gentle	Gratitude Empathy	Appreciating little things and people Knowing what makes us unique Acts of kindness and helping those in need
3 and 4	Looking After Our World	Look after property	Responsibility Gratitude	Sustainability, respect for nature
5 and 6	Showing Leadership	Work hard, Be honest	Honesty Resilience	Leading by example, integrity in action Building independence and responsibility Goal setting
7 and 8	Reflecting on Our Journey	All rules	All values	What we've learned about ourselves and others Managing feelings
9 and 10	Celebrating Achievements	Work hard	Resilience Gratitude	Growth Mindset - Recognising personal and peer growth Dealing with setbacks and bouncing back
11 and 12	Looking Ahead	Be honest, Listen	Honesty Resilience	Moving up, transitioning, facing the future with courage

Autumn 1 Building Foundations					
Week 1 – First short week back (2 days)					
	Session 1	Session 2	Session 3	Session 4	Session 5
Thursday 4th September 2026 <i>Whole day – Behaviour curriculum</i>	Getting to know each other (inc. staff) Ice breakers – games and fun	How do we listen? Why do we listen? Expected listening behaviours. How are we heard?	What happens at lunchtimes? Routines Expectations Suggestions of games – build a bank of games to refer to Plan – what do we play today?	How do I make friends? What makes a good friend?	How do we keep our classroom tidy?
Friday 5th September 2026 <i>Whole day – Behaviour curriculum</i>	How do we greet people? Staff/friends and visitors	How do we move around the school? (Including the classroom – lining up etc)	What can we do if things go wrong on the playground, break and lunch? Strategies and introduction to MSAs	How did lunch time go and how can we learn from this?	How do we behave during assembly? Class charter in place by the end of these two days.

Associated documents

- Highwood Behaviour policy and Statement of Behaviour Principles
- Jigsaw PSHE curriculum
- Thrive Pedagogy
- <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>
- Behaviour in schools' guidance (publishing.service.gov.uk 2022)
- Mental Health and Behaviour in Schools (publishing.service.gov.uk 2018)
- Mental Health and Wellbeing in Schools Report Children and Young People's Mental Health Coalition 2023
- Special Educational Needs in Mainstream Schools 2021 -Education Endowment Foundation
- Special Educational Needs and Disability Code of Practice: 0-25 years
- Improving behaviour in schools 2021 - Education Endowment Foundation