Parkstone Primary School
Behaviour Curriculum

2026-27

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From FS2 to Y6	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

Introduction

At Parkstone Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

The behaviour curriculum should be read in conjunction with the school's Behaviour Policy.

Teaching the curriculum

The curriculum is taught explicitly during the first week in autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on HET Effective Approaches to Teaching. Teachers will also demonstrate these behaviours and ensure pupils

have time to practise these (particularly in the first few days of term). 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.

Zones of Regulation

Alongside the behaviour curriculum, our school teaches the Zones of Regulation to children throughout the school year. This will be taught in assemblies as well as Wellbeing Wednesday sessions in the classroom. The children will be taught which emotions fall into the green, blue, yellow and red zones. Teachers will model green zone behaviours and reinforce that although it is okay to feel in any zone, we should always try to return to the green zone. Children will be taught to do this by being taught co-regulation strategies to use with trusted adults, before then beginning to use these as self-regulation strategies. To support teaching children about the zones, all staff will use emotional coaching and behaviour scripts so children understand that their emotions are okay and being accepted, but that they are being supported to regulate and return to the green zone. Children will be encouraged to use resources in the school and classroom for co and self-regulation. Some children may require additional support or resources to supplement full class learning about the zones of regulation and recognising their own personal triggers, as well as the strategies which work for them.

Adaptations

While this curriculum is for all pupils, it will be applied differently depending on individual SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year
Behaviour Know that there are four behaviour expectations in school. This is called 'The Parkstone Way'. • **Be ready** • **Be respectful**

- **Be responsible**
- **Be safe**

Know the following examples of these four principles:

Be Ready	Be Respectful	Be Responsible	Be Safe
Arrive at school on time. Remembering to bring PE kit and reading books to school. Wearing correct school uniform.	Say **please** and **thank you**. Hold doors open for people. Talk kindly to other pupils. Say good morning/ afternoon to adults. Respect others right to learn. Respect school property by looking after it. Use a calm and polite tone of voice. Value differences.	Completing reading and homework on time. Tidying up your own workspace and the classroom. Accepting responsibility if you make a mistake and saying sorry.	Follow teacher instructions. Sitting sensibly in the classroom. Walking through corridors. Playing games that do not become too physical. Don't playfight. Using calm and respectful tones when we communicate.

Shine Time

In order to recognise those children who consistently behave well, all children who have followed the Parkstone Way all week, will take part in 'Parkstone's Shine Time' on Friday at 2.45pm. This will be an enjoyable time for children to take part in games and activities with the aim of building resilience, developing executive function and will allow children to develop their oral language in a fun and purposeful way. If a child reaches Step 3 on the Behaviour Steps, they will spend this time with the Head of School or ELSA trained TA to discuss strategies to support them to follow the Parkstone Way the next week.

Parkstone Routines

Silent Signaller

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand, and may be accompanied with an auditory cue as and when appropriate. When pupils see this, they should respond by stopping what they're doing, putting their hand up. This should be done in silence. Teachers will use 100% strategies to ensure that all pupils are silent and paying attention.

Safe Walking

Know that we walk around school using **Safe Walking**

Know that Safe Walking means -

•Facing forward
•Walking in a straight line
•Hands by side
•Without talking
•Without leaning on walls whilst waiting

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

Talk Rules

Know that we use **Parkstone Talk Rules** in class. This means:

- **Taking part means listening and thinking, not just talking.**
- **We always give reasons for our ideas.**
- **It's okay to disagree with teacher other but not be mean.**
- **If we don't understand something, we ask a question.**
- **We listen when someone else is talking.**
- **We talk so that everyone can hear us.**

Know that we all follow our Talk Rules to ensure everybody is able to learn without distractions.
Know that pupils who do not follow school rules will have a consequence for this.

Transitioning within a lesson and at the end of a lesson

Know that when the teacher signals (1) I should stop what I am doing.
Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.
Know that when the teacher signals (3) I should move to my table/line up.
Know that when I am lining up, I should be quiet.

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.
Know that I greet staff with a smile and a 'good morning'.
Know that I put on coat and bag in my locker or on my peg, put my lunchbox on the trolley and water bottle in the box.
Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Speaking in full sentences
Know that I should be talking in full sentences.
Know that by talking in full sentences will help me to articulate my ideas clearly and concisely.
Know that speaking in full sentences will develop my oracy skills as well as my reading and writing skills.
Know that when a teacher uses the full sentence non-verbal cue, that I should attempt to put my response into a full sentence
Know that when the teacher models talking in a full sentence (I do), that I repeat back the sentence (you do)

Fantastic contributing
Know that we expect all children to contribute in class. Fantastic contributing means:

- Listening to the class teacher or whoever is speaking.
- Considering my responses before sharing.
- During whole class discussions putting my hand up so I know my teacher knows I want to contribute during whole class discussions.
- Sharing answers/contributions in a clear voice using full sentences.
- Building on what others have said.

Using good manners
Know that I should always say **'please'** when I am asking for something.
Know that I should always say **'thank you'** when I receive something or someone does something nice for me.
Know that I should say 'Good morning/afternoon' to adults if spoken to.
Know that it is important to show **gratitude** to others by thanking people for what they have done for me.
Know that a calm and polite tone is respectful.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Fantastic Walking.
Know that I must play safely without hurting anyone.
Know that I do not 'play fight' because I may hurt someone by accident.
Know that I must be **kind**, by including people in my games and sharing equipment.
Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
Know that, when called, I must line up in my lining up order straight away.
Know that I must walk back to my classroom using Safe Walking.

Lunchtime
Know that I use Safe Walking when walking to the hall.
Know that I collect my food 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 not leave my seat once I have sat down.
Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.
Know that once I have cleared my plate, that I use Safe Walking when walking from the dining hall to the playground.

Completing work in books
Know that I should always work on the next available page unless told otherwise.
Know that I should date every piece of work.
Know that if I am writing a title, I must underline it with a ruler.
Know that I should always write neatly and clearly, with joined up handwriting (Year 3 to Year 6).
Know that I should always start writing from the margin.
Know that in maths I should use one digit per box.
Know that in maths I should always leave a one square space between calculations.
Know that whenever I am drawing lines, I should use a ruler.
Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

Know that when my teacher signals 1 should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.
Know that when the teacher signals (2) 1 should stand up and tuck my chair in or stand up if on the carpet.
Know that when the teacher signals (3) 1 should move to my line space quietly.
Know that 1 should wait quietly whilst my class is dismissed.

General classroom expectations
Know that 1 should not be leaving my seat during a lesson unless 1 have asked to do so.
Know that 1 should be using the toilet at break and lunchtime so as not to interrupt learning time.
Know that 1 should not have any objects on the table that distract me from my learning.
Know that it is my responsibility to keep my table clear from clutter.
Know that 1 have a responsibility to ensure that the classroom is kept tidy.
Know that 1 should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Behaviour Steps

Step 1	Step 2	Step 3
Inappropriate Behaviours	Inappropriate Behaviours	Inappropriate Behaviours
• Shouting out • Name calling • Low level disruption • Talking over the teacher in class	• Speaking rudely to staff • Answering back • Using bad language • Not following adult instructions • Deliberate distraction • Not telling the truth • Play fighting • **Bullying (in all forms)**	• Verbal abuse (racial, homophobic, peer to peer) • Vandalism • Verbal abuse/swearing at staff • Persistent deliberate disruption • Persistent bullying despite intervention • Persistent verbal abuse towards staff • Physical abuse of staff • Aggression (including retaliation, hitting, kicking) • Stealing from another child or school property

Step 1	Step 2	Step 3
Actions	**Actions**	**Actions**
Children are given one verbal warning If behaviour continues, they move to step 2. Praise children who are doing the right thing.	Children miss an age-appropriate amount of playtime/lunchtime. If the behaviour is disrupting the learning of other children, the child will be asked to go to another classroom to support them to regulate their emotions. Contact made by class teacher to parents to inform that what has happened (face to face/telephone call). Staff record on CPOMs Restorative conversation with member of staff and other child/children if appropriate.	Children miss an age-appropriate amount of playtime/lunchtime and this may be more than one. Not included in 'Shine Time' and other class rewards Contact made by a member of the SLT to parents to inform them (face to face or by telephone call). Staff record on CPOMs Restorative conversation with member of staff and other child/children if appropriate. **If behaviour continues:** Behaviour Plan put in place Referral to external agency Internal exclusion

NO CHILD MUST EVER BE GIVEN A SANCTION PURELY ON THE WORD OF ANOTHER CHILD. If an adult has not seen the incident it MUST be investigated fully.

ALL INCIDENTS OF BULLYING (substantiated) MUST BE DEALT WITH ACCORDING TO THE ANTI-BULLYING POLICY.