Micklands Primary School Behaviour Curriculum

Our Vision

At Micklands, we believe children flourish when they feel safe, understood, and supported to behave positively. Our Behaviour Curriculum provides a clear, consistent, therapeutic framework to teach and model positive behaviour across the school day. It is rooted in our school values and underpinned by our Respect Rainbow.

Intent – Our Aspirations for Children

We want every child at Micklands to:

- Feel safe and included in our school community.
- Understand and live by our Respect Rainbow values.
- Be explicitly taught how to behave positively.
- Practise positive behaviours across different contexts.
- Receive consistent, calm and supportive responses from adults.

Our Core Behaviour Principles – The Respect Rainbow

We expect everyone in our school community to show **respect in everything they do**. The Respect Rainbow sets out the specific behaviours we model, teach and reinforce every day:

1. **RIGHTS - Respect your own and others' rights**
   – We know and understand about our rights. Everyone has the right to feel safe, to learn and to be heard. We do everything that we can to ensure that nobody is denied these rights.
2. **EVERYONE - Respect everyone**
   – We treat all people with respect, kindness, fairness and compassion. We celebrate diversity and do not accept discrimination against anyone.

3. **SELF - Respect yourself**
   – We take pride in who we are, how we behave, and what we do. We strive to achieve our best academically and to be a positive influence on others.
4. **PROPERTY - Respect your own, others' and school property**
   – We look after things with care and responsibility. We understand that we are fortunate to have things and so we treat them with respect.
5. **ENVIRONMENT - Respect the environment**
   – We care for our classroom, school, community and the wider world. We know that the world needs us to take care of it, even if we can only do a small amount.
6. **COMMUNICATION - Show respect through communication**
   – We speak, write and listen kindly and clearly. We don't use words that upset or hurt others and we think about how we can use our language for good.
7. **THOUGHTFULNESS - Show respect through thoughtfulness**
   – We notice others' needs, act with empathy, and try to make things better. We act if we see something that is not right, and we do all we can to improve the world around us.

These principles are taught explicitly, and continuously revisited in PSHE, assemblies, everyday routines and restorative conversations.

Implementation – How We Teach Behaviour

At Micklands, we don't control behaviour—we teach it. We follow a therapeutic model built around the following steps:

1. **Create** a safe, inclusive and respectful culture.
2. **Identify** the expected behaviours linked to our Respect Rainbow.
3. **Model** the behaviours explicitly and consistently.
4. **Teach** why these behaviours matter and how to practise them.
5. **Practise** through routines, role-play and real-life contexts.
6. **Notice** and reinforce positive behaviour with praise and recognition.
7. **Adapt** for children who need differentiated support.

How Behaviour is Taught Throughout the Day

<table>
<tr><th colspan="2">Start of the Day</th></tr>
<tr><th>Children will…</th><th>Adults will…</th></tr>
<tr><td>Turn off mobile phones before entering the school site (Year 5 and 6 if walking to/from school alone only).
Not use any of the climbing apparatus or outside gym.
Walk through the gates and across the playgrounds to their classrooms.
Walk calmly and quietly in the school corridors.
Put away belongings quickly and sensibly in the cloakroom.
Keep their cloakroom areas tidy from this point in the day onwards.
Enter classrooms calmly and quietly.
Hand mobile phones in (Year 5 and 6 if walking to/from school alone only)
Say good morning to friends and adults.
Find their seat and begin morning work quickly.</td><td>Greet children warmly on the playground (SLT and ELSAs) and at the building/classroom door as they enter.
Have morning work and resources prepared.
Support calm transitions.
Notice children showing positive behaviour and recognise them for this.</td></tr>
<tr><th>Why is this important?</th><th>When will children learn this?</th></tr>
<tr><td>To provide a calm, purposeful start to the day.
To ensure all children are ready for their learning.
For children and adults to feel valued and welcomed which sets a positive tone for the day ahead.
To ensure cloakrooms are tidy and do not present with trip hazards.</td><td>Foundation Stage:
Children will be taught how to enter a classroom calmly, say good morning and start their activities – with increasing independence.
Children should be fluent and independent in these behaviours by Christmas. Additional support to be put into place for children who are not showing this behaviour so that they are ready for Year 1.
Key Stage 1:
Staff will reinforce/consolidate these behaviours so that children can confidently use a cloakroom outside of their classrooms.
Key Stage 2:
Staff will build on this by expecting children to do this with automaticity whilst offering support to peers who may require additional support.</td></tr>
<tr><th colspan="2">Adaptations that may be required for children to learn these behaviours…</th></tr>
<tr><td colspan="2">Additional practice timetabled in for children.
Additional adult support for children, especially when cloakrooms move outside the classroom in Year 1 onwards.
Daily social stories to support learning the morning routine and expected behaviours.
Use of Blossom for children that find the transition to school difficult.</td></tr>
</table>

<table>
<tr><th colspan="2">In the Classroom</th></tr>
<tr><th>Children will…</th><th>Adults will…</th></tr>
<tr><td>Quickly and silently settle for the start of the lesson.
Organise any equipment needed, as instructed by the adult.
Remain in their allocated space, unless instructed.
Ensure work spaces are tidy.
Follow adult instructions first time they are given.
Actively listen and engage with learning by sitting up straight and tracking the teacher.
Follow the adult's instructions regarding the level of conversation required.
Show respect to their peers when working in groups.
Try their hardest with all tasks or activities.
See mistakes as a part of learning.
Ask for help when it is needed.
Ask permission before leaving the classroom.</td><td>Model the behaviours that we expect from children so that they are clear on expectations.
Teach and expect quiet, calm classrooms.
Use the silent signal of hands up.
Ensure all resources are prepared in advance.
Ensure classroom environment is well-organised, clear and tidy (including teacher desks).
Provide clear instructions.
Ensure tasks are designed in the most effective way to embed learning.
Ensure tasks have been adapted through scaffolding for, particularly, the lowest 20% of attainers.
Actively engage with all children.
Notice children showing positive behaviour and recognise them for this.</td></tr>
<tr><th>Why is this important?</th><th>When will children learn this?</th></tr>
<tr><td>To create a calm, positive and productive learning environment.
To ensure children have the best opportunity to make excellent progress.
To promote pride in children's learning.
To develop excellent communication and language skills.</td><td>Foundation Stage:
Children will be taught calm, quiet transitions, modelled by adults and copied by children.
They will learn to respond to the silent signal of hands up from an adult.
They will listen to others through circle time and turn taking.
They will be taught how to tidy up.
They will learn that mistakes are how we learn.
They will be taught to ask for help when it is needed.
They will be taught collaborative working (e.g. think, pair, share).
Key Stage 1:
Staff will teach good transitions between carpet and table-based activities within lessons.
Children will learn how to ask for help in lessons.
Key Stage 2:
Adults will expect children to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.</td></tr>
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Adaptations that may be required for children to learn these behaviours…
• Additional practise for children in small groups or 1:1. • Behaviours broken down into smaller steps of learning. • Additional adult support for children. • Therapeutic plans. • Report cards. • Own workspace, away from distractions. • Planned time away from the classroom for a movement break or similar. • Daily social stories to support learning the classroom routine and expected behaviours.

Transitions	
Children will…	**Adults will…**
• Wait for an adult instruction before making a transition. • Leave/return to their classroom (or other area) quietly and calmly. • Have everything they need with them, so that they don't need to return. • Walk in corridors and the playground until they reach their destination. • When required, walk in a single-file line until they reach their destination. • Re-enter the classroom (or other area) in a quiet and calm manner.	• Monitor transitions carefully. • Model the behaviours that we expect from children so that they are clear on expectations. • Teach and expect quiet, calm transitions. • Use the silent signal of hands up. • Provide clear instructions. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To create a calm, positive and productive environment. • To promote pride in children's behaviour. • To provide a calm, purposeful continuation of the day. • To ensure all children are ready for their learning.	Foundation Stage: • Children will be taught calm, quiet transitions, modelled by adults and copied by children. • They will learn to wait for adult instructions before starting a transition. • They will learn to respond to the silent signal of hands up from an adult. Key Stage 1: • Staff will teach good transitions from the classroom to other areas of the school. • They will ensure children are fluent in waiting for adult instructions before starting a transition. Key Stage 2: • Adults will expect children to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

Adaptations that may be required for children to learn these behaviours…
• Use a lining up order when required. • Additional practise for children in small groups or 1:1. • Behaviours broken down into smaller steps of learning. • Additional adult support for children. • Daily social stories to support learning the transition routines and expected behaviours.

Play and Lunch	
Children will…	**Adults will…**

• Listen and respond appropriately to all adults.
• Interact appropriately with other children, showing respect and being mindful of personal space.
• Play appropriately:
  ○ Include other children
  ○ Share resources
  ○ Resolve conflict without harm
  ○ Not hurt others
  ○ Not play fight or play roughly
• Seek adult support when needed.
• Follow the rules of specific activities (e.g. no slide tackling in football)
• Help to tidy up play equipment.
• Put litter in the bin.
• Stay in/away from designated areas as instructed.
• Follow all rotas and timetables in place.
• Sit down or stand still (if wet) while eating.
• Be encouraged to eat a healthy snack at breaktime (e.g. fruit and vegetables).
• Eat lunch in the hall or in designated areas.
• Not damage equipment or the school site.
• Not climb or walk on benches.
• Look after the toilets and not play in them.
• At the end of play/lunch signal, stop talking, stand still and respond to the silent hands up signal.
• Line up quickly, quietly and calmly when asked.
	• Follow all rotas and timetables in place (unless a change is required).
	• Liaise with other staff to cover planned absences.
	• Be on time for duty or to collect children from the end of play and lunch.
	• Remain on the playground for the duration of the break time.
	• Model picking up litter and praise children doing the same.
	• Model healthy eating at breaktimes.
	• Actively engage with children and build positive relationships with them.
	• Demonstrate and ensure safe and appropriate use of equipment.
	• Deal with incidents of anti-social behaviour.
	• At lunchtime, lunch staff escalate more serious behaviour matters to the lunchtime supervisor or SLT as appropriate.
	• Notice children showing positive behaviour and recognise them for this.

Why is this important?	**When will children learn this?**
• Playtimes will be enjoyable for children and adults. • Following the rules and expectations will ensure children and adults are safe during unstructured times.	Foundation Stage: • Children taught how to play with toys/objects. • Children taught how to share and turn take. • Children taught how to treat plants.

• It will reduce loss of learning time as there will be fewer incidents. • Lessons will start on time.	• Children taught about the different places they can be at lunchtimes. • Children taught how to respond to the playtime stop signal and how to walk back to class quietly and calmly. • Children taught how to play with each other. and use language to communicate how they are feeling, instead of harmful actions such as biting or kicking. • Children are taught to sit down while eating. Key Stage 1: • Children continue to practise and consolidate these skills, so that they know how to behave at playtimes. • Practise how to use equipment safely. • Staff will reinforce and build on these behaviours as the children move to using the main playgrounds. Key Stage 2: • Staff will build on this by expecting children to show these behaviours on the playground and take additional responsibilities such as supporting younger children and setting up activities.
Adaptations that may be required for children to learn these behaviours…	
• Additional practice timetabled in for children (e.g. scaffolded play situations in a small group with an adult). • Positive play for children who need adult support in learning how to ask to play, to play and to share, turn take etc. • Additional adult support for children on the playground to mediate and structure play with peers. • Separate playtimes or play areas for children who need the space but not the other children around them. • Daily social stories to support learning the expected behaviours of the playground. • ELSA and/or social skills intervention. • Time inside to reflect on actions and be reminded of expectations.	

Dinner Hall	
Children will…	**Adults will…**
• Sensibly walk to, from and in the hall. • Line up quietly and sensibly to collect hot dinners. • Find a place and sit quietly when they have their food. • Remain seated while eating.	• Model using quiet, calm voices. • Greet children as they come into the hall. • Settle the children. • Monitor lunches and inform class teachers of any concerns. • Interact with the children when they are eating. • Remind children about appropriate noise levels.

• Use a quiet voice and only speak to those on their table. • Put their hand up to get an adults' attention. • Use table manners—using cutlery. • Say please and thank you. • When finished eating, clear their plate/lunch box. • Only eat and touch their own food. • Ask for permission to leave the hall. • When signalled (hand up), stop immediately, put hand up, remain silent and listen.	• Reinforce expectations about walking. • Role model what is expected. • Support children with table manners. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To ensure lunch times are safe, successful and enjoyable. • To develop and practise life skills. • To develop social skills. • To promote healthy, balanced lifestyles.	Foundation Stage: • To use cutlery. • To use a quiet voice in the dining hall. • To line up calmly and quietly for food. • To say their name and please and thank you when they have been given their food. Key Stage 1: • Children continue to practice and consolidate these skills. Key Stage 2: • Staff will build on this by expecting children to show these behaviours in the lunch hall and take additional responsibilities such as helping young children or helping to tidy up.
Adaptations that may be required for children to learn these behaviours…	
• Additional practise timetabled in for children (e.g. scaffolded role-play eating situations). • Adult support for children who need to learn how to eat their food and behave positively in the lunch hall. • Separate lunchtime eating spaces (e.g. in an office space or lunch club). • Daily social stories to support learning the expected behaviours of the lunch hall. • Social skills intervention. • Support from an older child. • Time inside to reflect on actions and be reminded of expectations.	

PE/Sporting Events	
Children will…	**Adults will…**
• Attend school wearing the correct PE kit on the right day. • Remove any jewellery and ensure long hair is tied up. • Walk to and from the hall, playground or field sensibly.	• Model the behaviours that we expect from children in PE lessons themselves so that they are clear on expectations. • Wear appropriate clothing for teaching lessons. • Monitor appropriate noise levels, depending on the lesson content.

• Use equipment safely, following adult direction. • Actively participate in the lesson. • Work as part of a team.	• Provide appropriate activities for children without kit. • Encourage all children to achieve their best. • Liaise with parents regarding children without kit/incorrect kit. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To ensure PE lessons are safe. • To keep children fit and healthy. • To promote healthy lifestyles, now and in the future. • To develop sportsmanship.	Foundation Stage: • Children will learn to wear their PE kits at school on the days it is needed. • PE lessons start in Foundation Stage where behaviour expectations are also taught. Key Stage 1: • Staff will reinforce and build on these behaviours. Key Stage 2: • Staff will build on this by expecting children to show these behaviours and take part in representing the school at sporting events.
Adaptations that may be required for children to learn these behaviours…	
• Daily social stories to support learning the expected behaviours for PE and sporting events. • Additional adult support. • Visual aids and a checklist. • Time inside to reflect on actions and be reminded of expectations.	

Trips and visits	
Children will…	**Adults will…**
• Understand that they are representing Micklands and our values. • Follow adult instructions first time they are given. • Actively listen and engage with the learning by listening to the adult and engaging with activities. • Follow the adult's instructions regarding the level of conversation required. • Not engage in conversation with members of the public. • Sit down at all times while traveling and use seat belts where appropriate. • Show respect to their peers at all times. • Ask for help when it is needed.	• Plan and organise interesting and engaging trips and visits. • Ensure a thorough risk assessment has been carried out in a timely manner before a trip or visit. • Ensure accompanying adults have read and understand the risk assessment. • Be prepared in advance for everything that is needed for the trip/visit. • Prioritise children's safety at all times. • Model the behaviours that we expect from children on trips themselves, so that they are clear on expectations. • Engage with activities and support children to be able to take part.

• Ask permission before leaving a designated area or activity. • Follow the normal rules for unstructured times and eating.	• Seek support from the school office, SLT or DSL if required. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To ensure trips and visits are safe, successful and enjoyable. • To support and enhance classroom learning. • To widen educational and cultural experiences. • To develop and practise life skills. • To develop social skills.	Foundation Stage: • Children will learn to follow adult instructions when outside of school. Key Stage 1: • Staff will reinforce and build on these behaviours. • Staff will teach children about how to engage with the public safely. Key Stage 2: • Staff will build on this by expecting children to show these behaviours at all times, representing Micklands in an exemplary manner.
Adaptations that may be required for children to learn these behaviours…	
• Social stories to support learning the expected behaviours for trips and visits. • Additional adult support. • Visual aids and a checklist. • Time away from peers/activities to reflect on behaviour and be reminded of expectations. • Support from a parent on visits/trips if safety cannot be assured within the school's resources. • Non-attendance at off-site activities if safety cannot be assured.	

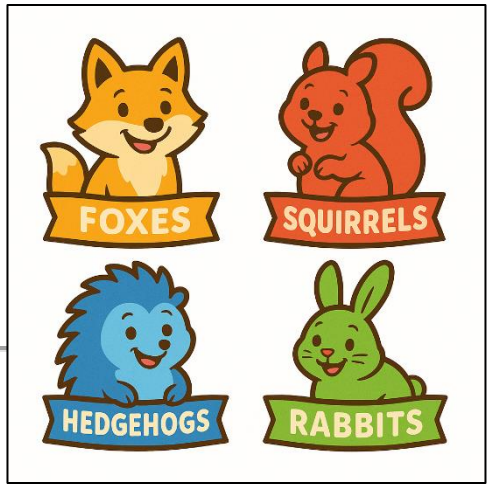
End of Day	
Children will…	**Adults will…**
• Collect their belongings quickly, calmly and sensibly. • Clear their work space and ensure it is left tidy. • Help tidy the rest of the classroom. • Collect their mobile phones and leave them off until they have left the school site (Year 5 and 6 if walking to/from school alone only). • Line up quietly and sensibly. • Wait for adult instruction before leaving the classroom. • Ensure they take all belongings when leaving. • Wait until their teacher has said they can go to their adult. • Stay with their adult once collected.	• Model and show children what they expect at the end of each day. • Ensure the lesson is stopped to provide sufficient time for children to prepare for the end of the day. • Follow all safeguarding procedures for dismissing children—if in doubt, seek support from the office, a member of SLT or DSL. • Communicate with class teachers regarding any changes to school pick up arrangements. • Know who is collecting children prior to the end of the day (including list of children with permission to walk alone). • Monitor cloakroom activity.

• Not use any of the climbing apparatus or outside gym. • Promptly leave the school site.	• Give children clear instructions about the expectations. • Take any children who have not been collected to the office area. • Notice children showing positive behaviour and recognise them for this.
Why is this important?	**When will children learn this?**
• To ensure children are collected safely. • To avoid parents having to wait. • To provide a positive end to the school day. • To give an opportunity for class teachers to liaise with parents, if needed. • A tidy, clean classroom and cloakroom environment supports the cleaners and to reduces anxiety at the end of the day. • Good home-school communication and relationships.	Foundation Stage: • Children are taught to tidy up. • Children are taught to collect belongings. • Children are taught to wait for parents with their teacher. Key Stage 1: • Children continue to practice and consolidate these skills with increasing independence. Key Stage 2: • Staff will build on this by expecting children to show these behaviours, independently leaving classrooms and cloakrooms tidy and in good order at the end of each day.
Adaptations that may be required for children to learn these behaviours…	
• Additional practise timetabled in for children of how to get ready at home time. • Timetable adaptations may be required. • Daily social stories to support learning the expected behaviours of getting ready for home time. • Adult support – 1:1 or in a small group at the end of the day. • Visual aids and a checklist.	

Celebrating Positive Behaviour

We use an online system to record house points and celebrate positive behaviour:

- Points are given for demonstrating Respect Rainbow values.
- Other points may be awarded at various points in the year (e.g. for taking part in Sports Day etc).
- Respect Rainbow bands may be given out in addition by SLT



Scripted Behaviour Support

We use clear, non-confrontational scripts:

1. **Statement of reality** – "*Name*, you're calling out while I'm speaking."
2. **Directive instruction** – "*Name*, I need you to listen quietly. Thank you."

3. **Choice language** – "If you choose to keep talking, you'll need to move. Make the right choice."
4. **De-personalised norms** – "At Micklands, we respect learning so everyone can succeed."

Responding to Behaviour: Educational and Protective Consequences

We teach children to understand and improve behaviour using:

Educational Consequences	Protective Consequences
These are used to help the child learn about their behaviour; how and why they should improve it. *For example:* • Rehearsing positive responses • Planning how to repair harm • Social stories, role-play or research • Discussion: "What will you do next time?"	These are used to protect the child or others from harm. *For example:* • Limited access to play areas • Increased adult support • Supervised transitions • Change of group dynamics • Internal exclusion • Suspension and exclusion

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Restorative Debriefs

Following incidents, children participate in calm, reflective conversations using a reflection form and discussion. This helps the child to understand their behaviour, why it occurred, how it affected others and helps them to consider how they might do things differently next time. It also encourages restoration through apology.

Staff Consistency and Commitment

All Micklands staff:

- Prioritise calm, respectful de-escalation.
- Use the Respect Rainbow language daily.
- Adapt support for equity—not uniformity.
- Follow our agreed Behaviour Curriculum and policy.
- Seek help using established scripts and systems when needed.

Ongoing CPD includes trauma-informed practice, therapeutic responses, and inclusive strategies.

Parental Involvement

At Micklands, we recognise that families are the most important influence on a child's behaviour. Our Behaviour Curriculum works best when there is a strong partnership between home and school.

We ask that parents and carers support our Respect Rainbow approach by:

- **Reinforcing the Respect Rainbow at home**, using our shared language of respect and rights.
- **Trusting the school's approach**, even when a behaviour issue arises, and working with us in a calm, respectful manner to help a child succeed.

- **Talking positively with their child about behaviour**, including celebrating good choices and discussing what can be learned when mistakes happen.
- **Supporting restorative approaches**, such as helping children understand how to repair harm and reflect on behaviour calmly.
- **Attending meetings** when needed to agree shared strategies for support.
- **Sharing relevant information** (e.g. changes at home, emotional events) that may impact behaviour, so we can respond supportively.

We are committed to:

- Keeping parents informed; not just when there is a concern, but also when behaviour is improving.
- Listening to parents' perspectives and experiences.
- Working together to support children who find behaviour difficult.

We believe behaviour is learned and taught and with strong school–home collaboration, every child can learn the skills they need to thrive.

Monitoring and Review

The impact of our Behaviour Curriculum is evaluated each term through:

- Negative behaviour records.
- House point records.
- Child and staff feedback.
- SLT monitoring and learning walks.
- Governor review and reports.

Adjustments are made where needed to ensure equity, effectiveness and consistency.