

## BEHAVIOUR CURRICULUM - *THE MEADOWS PRIMARY WAY*

### Introduction

At The Meadows Primary, we nurture children's character through our 'The Meadows Primary Way' curriculum.

To build strong character, we define the behaviours and habits we expect our pupils to demonstrate. Our aim is to support children in growing into responsible, respectful, courageous, ambitious, and proud individuals.

We believe behaviour plays a vital role in this development. As children practise positive behaviours over time, these become habits that shape both their self-perception and how others see them. As philosopher Will Durant said, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926).

### Teaching the Behaviour Curriculum

The behaviour curriculum is explicitly taught during the first week of the Autumn term as part of our annual 'Learning to Learn' week.

Children are expected to learn this content thoroughly so they can recall and apply it confidently. At the start of each subsequent term, *The Meadows Primary Way* curriculum is revisited and reinforced throughout the year.

As with all curriculum content, behaviour should be taught using explicit instruction, following Rosenshine's *Principles of Instruction*, including regular quizzing to strengthen retention.

Teachers are expected to model these behaviours and provide frequent opportunities for pupils to practise them—especially during the first few days of each term. For example, a lining-up routine should be taught in the classroom and consistently reinforced in various settings, such as at lunchtime or playtime. All children are expected to know and follow this content.

As Tom Bennett outlines in *Running the Room*, the process for teaching behaviour explicitly includes:

1. Identify the routines you want to see
2. Communicate your expectations clearly and in detail
3. Practise the routines until everyone can do them
4. Reinforce, maintain, and monitor the routines consistently

It is essential that all staff understand the behaviour curriculum, teach it explicitly, and uphold the high standards we set. By doing so, we create a culture where everyone feels safe, learning is optimised, and teachers are free to teach without disruption.

### Adaptations

While this curriculum is designed for all children, its application will vary by age group and may be adapted to meet individual SEND needs.

For example, children with Autism Spectrum Conditions may find direct eye contact uncomfortable. In such cases, they may be encouraged to look in the direction of the speaker rather than maintain eye contact. Sensitivity and flexibility must be applied at all times when delivering the behaviour curriculum to ensure it is inclusive, respectful, and supportive of every child's needs.

## Curriculum Content

### 1. Our Core Values & Example Behaviours

Children should understand, and be able to recall, our core values and be able to give examples of behaviour (the behaviour examples can include, but are not limited to, the following):

| Our Core Values & Behaviours |                                                                                                                                                                                |                                              |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Core Value                   | Behaviour Statement                                                                                                                                                            | When this is core value is explicitly taught |
| <b>Respectful</b>            | I show good manners all of the time.<br>I listen to others and respect any differences.<br>I treat everyone with kindness and consideration.                                   | Autumn 1 <sup>st</sup> Half                  |
| <b>Responsible</b>           | I can follow rules and instructions without reminders.<br>I am able to keep my word and show I can be trusted.<br>I take responsibility for my actions and their consequences. | Autumn 2 <sup>nd</sup> Half                  |
| <b>Resilient</b>             | I keep going even when things are tough.<br>I put my hand up to answer questions in class.<br>I learn from my mistakes and try again.                                          | Spring 1 <sup>st</sup> Half                  |
| <b>Honest</b>                | I am able to say sorry and admit when I am wrong.<br>I tell the truth even when it is difficult.<br>I take responsibility for my actions.                                      | Spring 2 <sup>nd</sup> Half                  |
| <b>Caring</b>                | I am kind and look after others around me.<br>I listen to others and respect any differences.<br>I help others when they need it.                                              | Summer 1 <sup>st</sup> Half                  |
| <b>Reflective</b>            | I work hard in lessons and strive to achieve targets.<br>I think about my actions and how they affect others.<br>I am able to say sorry and admit when I am wrong.             | Summer 2 <sup>nd</sup> Half                  |

### 2. Our Rules

Children should understand and be able to recall our three core behaviour rules, along with the principle behind each one:

#### Our Rules

- **Be READY** to learn
- **Be RESPECTFUL** to all
- **Be SAFE**

## The Principle Behind Each Rule

### Be Ready to learn

- Come prepared to learn
- Listen carefully and follow instructions
- Show a positive attitude

### Be Respectful to all

- Use kind words and actions
- Take care of others, property, and our school
- Celebrate differences and include everyone

### Be Safe

- Move calmly and sensibly
- Keep hands, feet, and objects to yourself
- Ask for help when you need it

Staff are encouraged to expand on these rules to help children understand their meaning in real-life contexts. For example:

- **Respect** means valuing others' ideas, feelings, and differences. *"If you respect someone, you usually have a good opinion of their character or ideas."*
- **Responsibility** involves doing what is expected of you, even when no one is watching. *"If you are being responsible, it means being able to be trusted to do the right things without supervision."*
- **Readiness and Safety** are essential for learning. *"If you are not ready to learn, or your behaviour makes you or others unsafe, there will be consequences."*

These rules should be consistently reinforced across the school day to create a calm, respectful, and focused learning environment.

## 3. Moving Around the School

Children should understand that we use **'Wonderful Walking'** when moving around the school and that this means:

- Facing forwards
- Walking at a steady pace (e.g. not running/jumping)
- Walking in a straight, single-file line
- Walking with hands by your sides

Children should understand that we use wonderful walking to keep everyone in school safe and ensure any learning is not disrupted by people moving around the school.

Children should also be reminded that, when inside the building, shirts should ALWAYS be tucked in, jumpers/cardigans should be worn or carried (i.e. not tied around the waist) and hats should be removed/coats should be worn or carried (i.e. not hanging off a child's head).

#### 4. Assembly

Staff should explicitly teach these expectations so that children should:

- Know that we enter/exit in silence and we walk into/out of the hall
- Know that we stand to find our sitting space in the hall and wait to be told to sit down.
- Know that we stand in the hall with our feet apart to ensure there is enough space to sit.
- Know that we sit cross-legged with a straight back and empty hands.
- Know that we face the assembly leader and face forwards with eyes on the speaker.
- Know that we listen in silence and contribute when asked to.
- Know that we use manners when speaking in assembly.
- Know that we participate actively – singing etc.
- Know which exit we leave the hall from leaving line at a time.

#### 5. Classroom Routines

Children should be taught that we expect **STAR** behaviour in every class and they should understand, and be able to recall, what this means and what it looks like:

**S** – Sit Up (i.e. no slouching at desks)

**T** – Track the Speaker (staff should use their discretion in expectations for children with ASD or additional needs but should not allow children to aimlessly look around the room or at books etc)

**A** – Ask & Answer Questions (i.e. passive behaviour is discouraged as children need to participate)

**R** – Respect Others (i.e. not interrupting others, valuing contributions, not disrupting learning)

Children should understand that we use STAR behaviour to ensure everybody is learning and able to learn without distractions.

Staff should expand on STAR behaviours by explicitly teaching, and persistently promoting, the following routine behaviours so that children:

- Know the order that they always line up in.
- Know who they stand in front of and who is behind them.
- Know that they should line up without leaning against the walls while moving around school.
- Know the routine for entering the classroom and getting ready to work (during both break/lunchtimes).
- Know where they sit in class during lessons (including 'carpet places').
- Know the routine for handing out and collecting exercise books in the classroom.
- Know where to hang up their coat in the classroom.
- Know that they need and to look after any equipment used in the lesson.
- Know that any deliberate damage to school equipment will result in a consequence.
- Know how to put their hand up quietly to answer a question or participate in discussion (i.e. no shouting out at any time).
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when they want help from an adult, they raise your hand and wait quietly unless the teacher has indicated otherwise.

- Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

## 6. Speaking in Class

- When an adult wants to gain the attention of the class/ stop an activity, **1 2 3 EYES ON ME** will be used. Adults will not speak until **all** children are facing in the direction of the speaker (staff should use their discretion in expectations for children with ASD or additional needs but should not allow children to aimlessly look around the room or at books etc).

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Children should be taught to **SHAPE** their answers when speaking in class and be able to understand, and recall, what this means:

- **Sentences** – children know they must answer in full sentences
- **Hands away from the mouth** – children know they must keep their hands away from their mouth when speaking
- **Articulate** – children know they must pronounce words clearly
- **Project** – children know they must speak with a loud enough voice for everyone in class to hear
- **Eye contact** – children know it is polite to look at the person you are speaking to

## 7. Manners

Children should be taught to use STEPS to politeness and to understand, and be able to recall, what this means:

- **Staff** - pupils know that they must address staff with their correct titles Mr/Miss /Mrs
- **Thank you** – children know they should say ‘thank you’ when they receive something or someone does something nice for them
- **Excuse Me** – children know they should say ‘excuse me’ if someone is in their way
- **Please** – children know they should say ‘please’ when asking for something
- **Smile** – children know they should be positive and upbeat when talking to each other and adults (staff should use discretion in promoting this as some children, e.g. those with ASD, find it difficult to smile)

Staff should expand on this by ensuring children:

- Know that they should offer to let any waiting adults through a doorway before walking through themselves.
- Know that they should say ‘Good morning/afternoon Mr/Miss /Mrs to adults if spoken to (including when a register is taken).
- Know that it is polite to ask questions such as “How are you today, Miss?”, “Have you had a good morning, Mr?”, “Did you have a good weekend, Mrs?” or comment on the weather
- Know that it is polite to give eye contact to the person they are talking to.
- Know that it is important to show gratitude to others by thanking people for what they have done for them.
- Know that it is important to have good manners so that people act politely back to them

## **8. Playtime Behaviour**

Staff should explicitly teach these expectations so that children should:

- Know that they must walk from their classroom to the playground (and back) using '**Wonderful Walking**'.
- Know that they must play safely without hurting anyone.
- Know that they do not 'play fight' because they may hurt someone by accident.
- Know that they must be kind by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that they must look after all playground equipment and put it away properly at the end.
- Know that they should not scream when playing together at playtime.
- Know that, when called/when the bell is rung, they must line up in their lining up order quickly.

## **9. Lunchtime Behaviour**

Staff should explicitly teach these expectations so that children should:

- Know where they line up for lunchtime when they are called.
- Know they should not lean against the wall in the dining room when lining up in the hall.
- Know where they sit in the dining room during lunchtime.
- Know that they should use a quiet voice in the dining room (promoting them to make polite conversation using the talk topics on each table).
- Know that they should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).
- Know that they should not talk with their mouth full.
- Know that they should finish what they are eating before putting their hand up.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunchtime supervisors.
- Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

## **10. End of Day Behaviour**

Staff should explicitly teach these expectations so that children should:

- Know that they must stay in a straight line when the class teacher/ adult from class is letting them out to parents.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up. Know that these procedures are put in place to keep all children safe at home time.
- Know that they must not throw bags, scream, mess around or generally whilst waiting to be collected.

## **11. Behaviour Outside of School**

Staff should explicitly teach these expectations so that children should:

- Know that when they are wearing their school uniform, they are representing the school community and must always behave responsibly and respectfully towards each other and our

neighbours.

- Know that they should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).
- Know that online behaviour, after school/in holidays, must be in line with the way we expect children to behave in school.

| Behaviour Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Respectful (Manners)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Uniform                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assembly                                                                                                                                                                                                                                                                                                                                                                                                        | Moving Around School                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Know that we should always say please and thank you. Know that it is polite to hold doors open for others. Know that we should say 'Good morning or afternoon'. Know that it is polite to give eye contact to the person you are talking to. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Know that we pick up litter, coats and resources if on the floor or untidy.</p> | <p>Know that we wear full uniform, and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately. Know that we can wear a watch and stud earrings and no other jewellery/smart watches. Know to wear correct PE kit as appropriate for PE days.</p>                                                                                                                 | <p>Know that we enter/exit in silence and we walk into/out of the hall. Know the expectations for sitting. Know that we sit cross legged with a straight back and hands still. Know that we face the assembly leader and face forwards with eyes on the speaker. Know that we use silent hands-up to contribute. Know that we participate actively – singing etc.</p>                                           | <p>Know that we walk around school following Wonderful Walking. Know that we line up in our agreed line order. Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom).</p>                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Going Home</b></p> <p>Know that we say good afternoon to everyone at the end of the day. Know that we go to collect our belongings sensibly and calmly in table groups. Know that we line up silently until called by an adult to go home.</p>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Attendance</b></p> <p>Know that we try to attend school every day. Know that we must try to arrive at school on time every day. Know that attending school on time every day is important so that we don't miss important learning</p>                                                                                                                                                              |
| Playground                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lunch hall                                                                                                                                                                                                                                                                                                                                                                                                      | Outside of School                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Know that we must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that we must be kind, by including people in our games and sharing equipment. Know that we help tidy up at the appropriate time. Know that we walk back into class quietly and calmly</p>                                                                                                                               | <p>Know how to follow the silent stopping strategy: 1 2 3 eyes on me. Know that we have good sitting posture: STAR seating. Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we place chair under the table when leaving seat. Know that we walk in a quiet, calm manner around the classroom. Know that we treat equipment appropriately and with respect. Know that we answer the register by saying good morning or afternoon Mr/Mrs ...</p> | <p>Know that we line up quietly and sensibly. Know that we say please and thank you. Know that we eat using a knife and fork. Know that that we chew with our mouths closed. Know that we raise our hand to check if it is ok for us to leave or eat our pudding. Know that when eating, we stay in our seats facing our food. Know that we clear away our table space, cutlery, plate, cup and leave tidy.</p> | <p>Know that when we are wearing your school uniform, we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting or swearing.</p> |
| <p><b>Online</b></p> <p>Knowing how to stay safe online and use technology sensibly and safely. Knowing that we remain polite and kind even on online platforms. Knowing who to go to for help and support.</p>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                           |