



Buglawton Primary School's Behaviour Curriculum

2026-2027

Boundaries are taught, maintained and restored so every child can succeed

Every Child, Every Chance, Every Day

	Autumn 1 Teach	Autumn 2 Embed	Spring 1 Refine	Spring 2 Apply	Summer 1 Independence	Summer 2 Transition
All year groups from Preschool to year 6	Explicitly teach every routine, expectation and boundary.	Revisit and strengthen routines. Identify inconsistencies. Ensure all adults use the same language and maintain the same boundaries.	Increase expectations. Reduce prompts where appropriate. Continue to teach and revisit routines.	Ensure children demonstrate routines consistently across all areas of school.	Develop independence and responsibility.	Revisit core expectations and prepare children for the routines and responsibilities of their next class.
<i>Examples</i>	<i>Daily modelling, rehearsal and feedback Assume nothing</i>	Identify routines requiring further practice	Reduce prompts where appropriate whilst maintaining consistency	<i>Classrooms, corridors, lunch hall, playground, assemblies and trips</i>	<i>Children increasingly demonstrate routines without prompting and become role models for others</i>	<i>Teach expectations for the next year group and revisit core routines</i>

Intent

At Buglawton Primary School we believe behaviour is taught, not simply expected.

Just as children are explicitly taught reading, writing and mathematics, they are explicitly taught the behaviours, routines and habits that enable them to learn successfully and contribute positively to our school community.

This curriculum provides the knowledge, routines and behaviours that every child will be taught from Preschool to Year 6. It also ensures that every adult teaches behaviour in a consistent way, using shared language and shared expectations.

Teaching Behaviour Expectations

Behaviour expectations should be taught using the same principles as any other curriculum subject.

Every adult teaches behaviour by:

Teach

- Explain the behaviour and why it matters

Model

- Demonstrate exactly what success looks like.

Practise

- Give children opportunities to rehearse and succeed.

Notice

- Recognise children who stay within the boundary

Maintain

- Calmly maintain boundaries when expectations are not met.

Revisit

- Return to routines regularly until they become habits.

This is essentially Rosenshine applied to behaviour.

Adaptations

While this curriculum is for all children, it will be applied differently in different year groups depending on children's' ages and may be applied differently depending on individual children's SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

The Principles of Behaviour Teaching

What are boundaries?

Boundaries are the agreed expectations that enable everyone to feel safe, show respect and be ready to learn.

Every adult in school is responsible for maintaining them.

Every Adults Response

When a boundary is crossed, we always:

- **Notice** when a boundary is crossed
- **Address** it calmly
- **Restore** the boundary
- **Move on** without holding a grudge

We do not ignore the behaviour because

- Someone else is responsible
- It happened outside the classroom
- We are busy

Children need calm, predictable adults who are consistent. Consistency means having the same expectations, the same boundaries and the same follow through. The certainty of the adult response is more important than the severity of the consequence.

What children need from boundaries

Clear – children know what is expected

Consistent – different adults respond in similar ways

Predictable – children know what will happen if expectations are not met

Calm – boundaries are maintained without anger or confrontation

Curriculum Content

Curriculum content to be covered in depth in Autumn 1 and revisited throughout the year

Behaviour

Children will know that there are three behaviour expectations in school. These are

- **Ready**
- **Safe**
- **Respect**

Children will know the following examples of these three principles –

Be Ready	Be Safe	Be Respectful
Looking at the person who is talking Tracking the teacher Sitting correctly on a chair or the carpet Attention at all times We call this STAR	Walking through corridors – slowly, silently, single file Sitting sensibly in the classroom or hall Playing games that do not become too physical Using calm and respectful tones when we communicate	Say please and thank you Knock on doors before entering Move aside to let adults pass through doorways or on corridors Hold doors open for others Talk kindly to other children Say good morning and good afternoon to adults Ask people how their day is going or how they are Use a calm and polite tone of voice Value differences Follow teacher instruction Walk on the corridors quietly

Our Routines

Corridor Routine

Why do we teach this?

Children learn that moving calmly around school keeps everyone safe and protects learning.

Children will know

Why we walk Slowly, Silently, Single File

Why silence matters

Why this demonstrates respect for others

Children will be able to

Walk in single file

Face forwards

Keep hands by their sides

Remain silent

Respond immediately to adults

Adults teach this by

Modelling the routine

Practising regularly

Noticing success

Maintaining the boundaries consistently

Classroom Attention Routine (STAR)

Why do we teach this?

Children learn that responding immediately to an agreed signal allows teaching and learning to continue without unnecessary interruption. A consistent attention routine helps every classroom remain calm, focused and ready to learn.

Children will know

The teacher will use a clapping sequence to gain the attention of the class

They respond by repeating the clapping sequence once before becoming silent

STAR is the expected learning posture whenever an adult is speaking or giving instructions

Responding immediately shows respect for others and protects learning time

Children will be able to

Stop what they are doing immediately
Repeat the clapping sequence once
Become silent straight away
Demonstrate STAR independently

STAR means:

S – Sit or stand up straight
T – Track the speaker
A – Attention at all times
R – Respect towards others

Adults teach this by

Explicitly modelling the routine
Rehearsing the routine regularly, particularly at the start of each term
Expecting every child to respond every time
Noticing and recognising children who respond promptly
Maintaining the boundary calmly when children do not respond
Adults do not continue speaking until every child is demonstrating STAR

Teaching Boundaries

Boundaries allow teachers to continue teaching.

The purpose of the behaviour pathway is to help children return to successful learning.

Chance 1 – Remind – The boundary is re-taught

Chance 2 – Remind – The boundary is reinforced and the expectation is restated

Step 3 – Reset – The child is supported to regulate, reflect and return to learning – this is outside of the classroom in another classroom or with a member of SLT

What is a Reset?

A reset is an opportunity to return to successful learning.

A reset is:

- a pause

- an opportunity to regulate

- a chance to reflect

- a fresh start

A reset is not:

- punishment

- embarrassment

- isolation

- a consequence that follows a child all day

Following every reset:

- the relationship is restored

- the boundary remains

- learning continues

The Language We Teach

Adults always use the language of boundaries

Instead of...	We say...	Why...
Stop that	Remember the boundary	We remind rather than reprimand
Behave	Show me you're ready	We describe the behaviour we want
You're making a wrong choice	You've crossed the boundary	We separate the child from the behaviour
Don't do that again	Return to the boundary	We focus on what to do next
You're on your last warning	This is your choice	We encourage responsibility
You're in trouble	You need a reset	We restore rather than punish

Assessing the behaviour curriculum

Adults assess behaviour through daily observation.

Children demonstrate success when they:

- independently follow routines
- respond to shared language
- remain within agreed boundaries
- respond positively to reminders
- complete resets successfully
- restore relationships following mistakes

Behaviour is continually assessed and retaught where needed.