



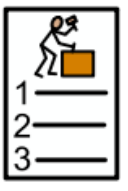
Thameside Primary School: Behaviour Curriculum

Progressing together: inside and out.

At Thameside Primary School, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our Behaviour Curriculum has been designed to build our pupils' character, preparing them for a successful future.

Through our Behaviour Curriculum, we teach prosocial behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave pro-socially and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our Behaviour Curriculum is designed to be accessible for pupils from Foundation stage to Year 6 and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want every child to succeed.

Our Behaviour Curriculum should be used in conjunction with our visual aids Powerpoint and videos.

Intent – aspirations for our pupils 	At Thameside, we want exemplary behaviour to be an unspoken expectation. Our Behaviour Curriculum is based around: • Teaching, not telling, children how to behave • Ensuring all adults are calm, consistent and fair in their response to behaviour • Having clear and concise expectations, routines, rewards and consequences that everyone follows • Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see • Adapting our approaches, where needed, for specific pupils with additional needs
Implementation – the teaching of the curriculum 	We believe that, in order for pupils to behave pro-socially, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. This process of teaching behaviour will be highly visible i.e. 'Every lesson – Every day'. The classroom is where pupils spend more than 70% of their time in school (as opposed to approximately 1.4% of their time in assembly). Messages about behaviour can be delivered centrally but need to be practised and reinforced at every opportunity, including lessons, breaks and other unstructured times during the school day. Our Behaviour Curriculum is based on guidance from BFFC, alongside a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Pupils can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. The process for teaching behaviour explicitly is as follows... CREATE conditions for pro-social behaviour i.e. the culture of what we value and believe in. IDENTIFY the behaviour we expect MODEL the behaviour we are expecting TEACH pupils explicitly how to behave well

PRACTISE behaviours, routines and processes to ensure consistency

NOTICE pro-social behaviour

ACCOUNTABILITY of all staff in the collective duty of supporting and upholding behaviour expectations.

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are able to teach with minimal disruptions to learning.

Our teachers will dedicate plenty of time over the first few weeks training, reminding and practising these behaviours – with continued reinforcement throughout the year.

Messages to pupils about behaviour are best delivered starting with **why** we behave this way, then **how** to behave this way, then **what** happens if you do/don't behave this way. This should all be positively framed (see our Relationships & Behaviour Policy for more guidance on positive framing).

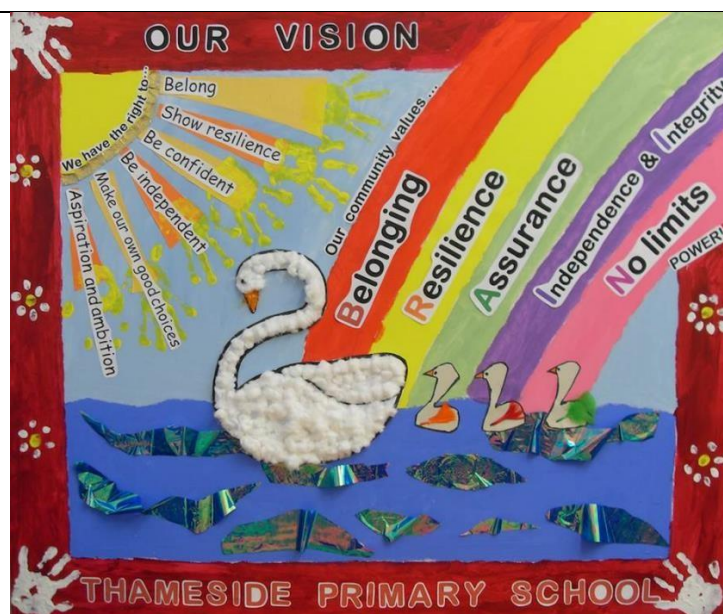
Poor behaviour must always be challenged.

All routines need to be monitored and maintained. Without this they quickly diminish and eventually vanish. Remember to correct the behaviour, not the person. Avoid personalising behaviours that may lead to unnecessary conflict. Waiting for things to go wrong and then fixing them is not an effective behaviour model. As such, all staff are expected to be:

Proactive – pupils know how they are expected to behave in advance of them having to do so. They understand the behaviours expected of them, how to do them and why they are important. Demonstrating this behaviour is regularly noticed through positive messaging (and as appropriate, rewarded e.g. through a positive noticing band from SLT or a values post card or text home).

Reactive – involves doing something when pupils have behaved in a manner not aligned to the expected behaviours. Consistency and inevitability are vitally important i.e. 'if you do this, this is the consequence'. Apply positive framing from the school behaviour policy and remind pupils of why, how and what happens if they continue to behave in that way.

Our school values



**Our
behaviour
principles**



**Accessible
version**

WE ALL BELONG HERE



Thameside pupils are expected to:

- 2 Show respect through positive actions which generate positive feelings in other people
- 2 Be kind to each other and celebrate each other's differences
- 2 Make it possible for everyone to learn in class
- 2 Move safely, quietly and calmly around the school
- 2 Treat the school buildings and school property with care and pride
- 2 Show their sense of belonging through wearing the correct uniform
- 2 Accept consequences as fair when given
- 2 Show the school values at all times, including when outside school or online




Be kind to others.



Tidy up.



Celebrate differences.



Wear the right uniform.



Let others learn.



Know adults will act fairly.



Move calmly around school.



Always show the school values.

Key routines and expectations

The following section explains **how** the school teaches our **school values** and **behaviour principles** to children.

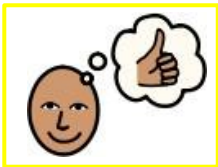
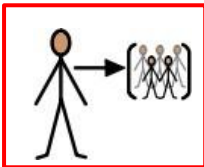
School staff need to ensure that these key routines and expectations are taught and practiced by children in the first few weeks of the school year, reinforcing them as required.



School Values

Pupils will show our school values by progressing through these learning behaviours...

LEARNING BEHAVIOUR 							
BELONGING	Develop positive relationship with peers and adults I see frequently.	Begin to show empathy towards others. Listen to and value others' opinions.	Have respect for the opinion of peers. Understand how my actions affect other children and adults.	Be a team player. Consider my actions and relationships with others. Treat children and adults with respect.	Have a tolerance and awareness of other people. Show empathy and see others' points of view.	Solve conflicts within my peer group independently . Be able to accept and celebrate differences in opinions of others.	Treat others as I would like to be treated myself. Respect others property.
	RESILIENCE	Have a go at everything.	Understand that it's ok to be wrong as long as I do my best. I'm not afraid to say, 'I don't understand'.	Listen and contribute during class discussions.	Be prepared and organised.	Contribute to a positive learning experience for all; develop an understanding of how I learn best.	Understand my own goals and targets. Aim to produce my best every time.
	ASSURANCE						
	INDEPENDENCE	Learn to focus on task set with increased concentration	Increase spans of concentration to five unbroken minutes	Develop the ability to remain on task and work independently for 10 minutes	Develop the ability to remain on task and work independently for 20 minutes	Develop the ability to remain on task and work independently for 30 minutes	Work independently in pairs or groups. Complete homework independently, on time.
		Be responsible for my own belongings. Attend to own personal hygiene	Establish an independent school routine	Begin to take responsibility for my own organisation including all belongings and timekeeping.	Take responsibility for my own organisation including all belongings and timekeeping.	Manage all personal belongings and personal space, including pegs, desks and surrounding area.	Take responsibility for my own learning including homework and research.
		Change independently for PE	Change for PE in under 5 Minutes		Change for PE in under 3 minutes		
		If upset, I will try to begin to solve any issues independently.		I can resolve my own issues independently		I can resolve issues for myself and others.	

INTEGRITY	Understand the expectations of the whole school. Understand how my actions have an impact on others.	Adhere to our classroom rules. I am polite and positive to everyone in the school. Know and understand behaviour expectations in different settings.	Know and abide by the class and school rules. Accept responsibility for my own actions and poor choices. Learn from own actions.	Demonstrate respect for everyone at all times. Behave appropriately at all times	Behave in a manner that I am proud of. Set an example for other children. Adhere to the school behaviour policy and expectations at all times.	Be actively involved in creating and maintaining classroom and playground rules.	Lead by example.
	• Keep improving • Enjoy my learning • Use my imagination • Know what I can achieve • Have ambition and aspiration • Be ready for the next stage of my education • Be the best I can be						
School adults will create the required conditions and ...							
• Model the behaviours that we expect from pupils so that they are clear on expectations. • Following the staff code of conduct and meeting the behaviours standards set for all staff in appraisals. • Notice pupils showing pro-social behaviour and praise them for this by: celebrating them in class, sending home a text or values certificate, sending them to the HT/DHT for a positive noticing band.							
Why we expect to see this behaviour...				How will pupils learn this behaviour?			
• Children are at the heart of the school and they represent the ethos of the school community. Knowing and following the school values creates a sense of belonging for all. • Children need to be taught how to value themselves, their families, other relationships and the environment in which they live. • Learning social and emotional skills enables children to have a positive sense of themselves, develop good relationships, have respect for others and have a positive disposition to learning. • To raise aspirations and improve the life chances for all children. • To enable children to have positive relationships, both now and in the future.				• Through our bespoke PSCH curriculum • Whole school and class assemblies • In changing for PE lessons • Through specific aspects of the Behaviour Curriculum • Through adult led reflection and restorative practices when mistakes are made.			
Visual prompts							
							
Adaptations that may be required for pupils to learn and progress ...							
• Additional PSCH lessons or pre-teaching of lessons • ELSA support and/or social skills lessons • PMHW support • Targeted adult intervention with regular reminders and opportunities for reflection • Behaviour plans • Daily social stories • SEND adaptations e.g. wobble cushions, ear defenders, movement breaks • Positive play to support children in knowing how to play							



Start of the day

Pupils will...

- ☒ **Getting to school:**
 - Be on time for school.
 - Walk through the gates and go straight to your classroom.
 - Walk through the gate with an adult if they are part of the Nest, Garden or Rainbow Room/
- ☒ **Cloakroom:**
 - Put your things away quickly and carefully in the cloakroom. (Year 6 to put their bags and coats on the back of their chairs.)
 - Keep the cloakroom tidy for everyone.
- ☒ **In the classroom:**
 - Go into your classroom calmly and quietly.
 - Say "Good morning" to your friends and teachers.
 - Find your seat and start your morning work.

School adults will...

- ☒ **Modelling and greeting:**
 - Model the behaviours we expect from pupils, including how to greet and respond (e.g., "Good morning").
 - Stand at the door, greet all pupils warmly, and open the doors on time. (In Foundation stage, adults stand in the doorway to ensure that children stay in the classroom).
- ☒ **Morning routine:**
 - Ensure there is purposeful morning work ready.
 - Encourage children to settle quickly through meaningful interactions.
 - Support pupils with early morning tasks.
- ☒ **Engaging with families:**
 - Engage openly with parents (e.g., on gate duty).
 - Deal with immediate concerns or arrange a follow-up discussion if needed.
- ☒ **Cloakrooms and environment:**
 - Ensure cloakroom areas are neat, tidy and safe throughout the day.
- ☒ **Recognising positive behaviour:**
 - Notice pupils showing pro-social behaviour and praise them:
 - Celebrate in class.
 - Send home a text or values certificate.
 - Send them to the HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why ____ didn't say good morning to me just now?'

'Remember when you.....'

'Remember how we...'

Why we expect to see this behaviour...

- No missed learning.
- Providing a calm, purposeful start to the day.
- Ensure all pupils are ready for their learning.
- Children and adults feel valued and welcomed which sets a positive tone for the day ahead.
- Cloakrooms are tidy and do not present with trip hazards.

When will pupils learn this behaviour?

- In Foundation Stage pupils will be taught how to enter a classroom calmly, say good morning and start their morning work – with increasing independence.
- Pupils should be fluent and independent in these behaviours by Christmas. Additional support to be put into place for pupils who are not showing this behaviour so that they are ready for Year 1 (see below).
- In Year 1 staff will reinforce/consolidate these behaviours.
- In Year 2, staff will reinforce and build on these behaviours as the children move to using a cloakroom

outside of their classrooms.

- In KS2, staff will build on this by expecting pupils to do this with automaticity whilst offering support to peers who may require additional support.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils
- Clear plans and consistency in approach for children who struggle to come into school in the morning – CT responsibility with support from SENDCO and SLT as required
- Additional adult support for pupils, especially when cloakrooms move outside the classroom in Year 2 onwards.
- Daily social stories to support learning the morning routine and expected behaviours
- Meetings and support for parents whose children are persistently late to school – Family Hub to lead on this with support from the EWA.



In the classroom

Pupils will...

☒ **Getting ready for learning:**

- Settle down quickly and quietly so you're ready to start.
- Get the equipment you need when your teacher asks.
- Have our pencil cases ready and fully stocked (KS2).
- Stay in your place unless your teacher tells you to move.
- Keep your working space tidy and clear.

☒ **Listening and joining in:**

- All stop and listen when any adult puts their hand up in the air (as this is our whole school signal).
- Listen carefully and join in by sitting up straight and looking at your teacher.
- Follow your teacher's instructions the first time.
- Show respect by listening, using kind words, and following instructions from your teacher and friends.

☒ **Doing your best:**

- Always try your best with your work.
- Remember, it's okay to make mistakes – that's how we learn!
- Ask for help if you need it.
- Always ask before leaving the classroom.

☒ **Helping in class:**

- Help keep your classroom tidy and make sure things are off the floor.
- Talk nicely and kindly to everyone.
- Respect and look after our learning environment and the resources we use e.g. put lids on glue sticks.

School adults will...

☒ **Being present and engaging:**

- Be present in the classroom by moving around, giving commentary, and using gentle touch when needed so every child feels noticed and supported.
- Interact positively with all pupils and actively engage them in their learning.

- Use positive phrases and tell children exactly what they're doing well, like, "You're sitting so quietly and focusing – I'm really proud of you!"
- Model the behaviours you expect from children – don't shout or react negatively.

☒ **Consistency and clear expectations:**

- Consistently apply the whole school Relationships & Behaviour Policy and the Behaviour Curriculum e.g. hand in the air to signal children to stop.
- Clear visual instructions put on the board for children for independent or group tasks in lessons with voice level in a speech bubble and number of minutes in a circle.
- Timer used so children can see how long they have left for tasks and to keep lessons running efficiently.
- Expect quiet, calm transitions, using silent signals like hands up or those used in phonics.
- Always insist on silence before moving on when using hand signals.
- Avoid collective punishments – don't keep the whole class in if only a couple of children were talking.
- Be consistent in your expectations and approach so children always know what's expected.

☒ **Organisation and environment:**

- Make sure all resources are ready in advance.
- Encourage KS2 pupils to have what they need in their pencil cases.
- Keep the classroom tidy and organised, including your own work area.
- Teach children to respect the classroom and cleaning staff by ensuring everything is picked up off the floor.

☒ **Supporting all pupils:**

- Be aware of high-needs children and put risk reduction plans in place.
- Help children prepare for changes in routine (e.g., using social stories for parties).
- Scaffold tasks for the lowest 20% so everyone can succeed.
- Plan tasks carefully so they help children remember and use what they've learned.

☒ **Using effective teaching methods:**

- Use cooperative strategies like routines, timetables, and knowledge of the children.
- Use Walkthrus consistently – clear modelling (I do, we do, you do), think-pair-share, cold calling, and checking for understanding.

☒ **Celebrating positive behaviour:**

- Notice pro-social behaviour and celebrate it by:
 - Recognising it in class
 - Sending home a positive message or values certificate
 - Sending children to HT/DHT for a positive noticing band

Use cues e.g.

Talking to self: 'I wonder why it's got so noisy in here?'

'Remember when we.....'

'Remember how we...'

Visual timetables

Time reminders

Why we expect to see this behaviour...

- To create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils' learning.
- To develop excellent communication and language skills i.e. develop vocabulary, oracy and listening.

When will pupils learn this behaviour?

Foundation Stage

- calm, quiet transitions modelled by adults and copied by pupils
- hands up for attention taught and practiced until fluent
- listening to others through attention bucket, circle time and turn taking
- taught how to tidy up
- taught that mistakes are how we learn
- taught to ask for help when it is needed within continuous provision
- Taught think, pair, share through phonics and other short carpet lessons

Year 1

- ensuring they have what they need to complete a task/activity through using visual prompts
- Summer term – learn to transition between carpet and table-based activities within lessons, ready for Year 2
- Taught how to ask for help in lessons in the summer term, to be ready for Year 2

Year 2

- In Year 2, staff will reinforce and build on these behaviours as the children move away from continuous provision.

KS2

- In KS2, staff will build on this by expecting pupils to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice for pupils in small groups or 1:1
- Behaviours broken down into smaller steps of learning – see Rainbow Room & Garden Room pathways
- Additional adult support for pupils
- Behaviour plans
- Visual prompts and aids
- Own workspace, away from distractions
- Planned time away from the classroom for a movement break or other brain break.
- Daily social stories to support learning the morning routine and expected behaviours



Playtimes

Pupils will...

☒ Moving around and using equipment:

- Walk safely to and from the playground.
- Use balls and scrap only in the right zones at lunchtime, not at playtime.
- Play in the right zones and keep the balls in the ball zone.
- Follow the playground and scrap rotas and timetables.
- Use the scrapstore properly – scrap is for scrap, not people!
- At the end of lunch, help tidy up scrap when you hear the tidy-up bell.
- Don't climb or walk on benches.
- Play sensibly and follow the rules in the Adventure Play area.
- To keep everyone safe, don't climb on the playground fences.

☒ Taking care of the environment:

- Don't litter – put rubbish in the bin.
- Eat snacks which aren't in wrappers or will dispose of wrappers in the classroom bin before going onto the playground.

- Look after plants, trees and insects as part of caring for our school environment.
- Keep toilets clean and only use them properly (no playing or eating in there).
- Keep the playground and school tidy.

☒ **Looking after each other:**

- Show respect by listening carefully, using kind words, and following adults' instructions.
- Share and take turns.
- Play nicely with others, giving them personal space.
- If you need help, ask an adult.
- Don't hurt others.
- Eat healthy snacks (like fruit and vegetables) at breaktimes.
- Eat lunch in the hall (or in another area only if an adult says it's okay).

☒ **Lining up and responding to signals:**

- At the first signal, stop talking and stand still.
- When it's your turn, line up in the right place for your year group.

☒ **Older children's role:**

- Year 5/6 pupils will use their Active Leader training to play with and support younger children.

School adults will...

☒ **Supervision and safety:**

- Walk children out to the playground and check there is supervision before leaving them.
- Remain on the playground for the entire breaktime.
- Liaise with colleagues and team leaders to cover planned absences, including break duties.
- Follow all rotas and timetables – ensure cover is in place for absence and football duty.
- Make sure the junior toilet doors stay open at all times.

☒ **Positive behaviour and modelling:**

- Model healthy eating (no hot drinks on the playground).
- Model picking up litter and praise children doing the same.
- Show children how to use equipment safely (no walking on benches or swinging on netball hoops).
- Actively engage with pupils and build positive relationships.
- Use scripts to deal with anti-social behaviour in a fair and consistent way.
- Draw children's attention to the different zones and their signs.
- Make sure balls are put away after PE lessons or movement breaks – no movement breaks at playtimes.
- Remind children not to eat on the playground at lunchtime.

☒ **Transitions and end of break:**

- Be on time for duty and for welcoming children back into class – stand at the door and help them enter calmly and quietly.
- At the end of playtime/lunchtime:
 - Raise your hand to signal the end of play.
 - Wait for children to stop and listen – whilst keeping momentum and not wasting learning time.
 - Tell them to line up in register order.
 - Teachers arrive promptly to walk children back with voice level prompts.
 - Ensure gates are open/closed correctly.
 - Move classes off the playground quickly to avoid waiting and unnecessary standing around. Use the script "We are in a line, I expect voice level 0. Currently we are a __, let's see if we can improve on that."

☒ **Dealing with behaviour:**

- Be consistent, fair and avoid arbitrary consequences.
- At lunchtime, lunchtime staff take more serious behaviour matters to the consequence room, where SLT will support.
- Notice pro-social behaviour and praise it by:
 - Celebrating in class
 - Sending home a positive text or values certificate
 - Sending children to HT/DHT for a positive noticing band

Use cues e.g.

Talking to self: 'I wonder why there is someone talking behind me and we are not walking in as well as yesterday?'

'Remember when you.....'

'Remember how we...'

Why we expect to see this behaviour...

- Playtimes will be enjoyable for children and adults.
- Following the rules and expectations will ensure pupils and adults are safe during unstructured times.
- It will reduce loss of learning time as there will be less incidents.
- Lessons will start on time.

When will pupils learn this behaviour?

Foundation Stage

- Scrapstore rules taught and practiced on their second day at school (in the morning, where staff go to playground and teach foundation stage how to use Scrapstore safely).
- Adults will stay with them whilst they eat their lunch in the hall.
- Children taught how to play with toys/objects
- Children taught how to share and turn take
- Children taught how to treat plants.
- Autumn term of FS – taught about the different zones at lunchtimes
- Children taught how to respond to the playtime stop signals 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.

Year 1

- Children continue to practice and consolidate these skills through continuous provision, so that they know how to behave at playtimes.
- Practice how to use Scrapstore equipment safely in specific lessons

Year 2

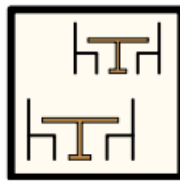
- In Year 2, staff will reinforce and build on these behaviours as the children move to using the playground at playtimes. Behaviours & expectations will need to be taught before the children's first playtime and then repeated.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours on the playground and take additional responsibilities such as peer mediators and Active Leaders.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils 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 (positive play is also for children who find the playground overwhelming and is a safe space for them).
- Additional adult support for pupils on the playground to mediate and structure play with peers
- Separate playtimes or play areas for pupils 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
- Support from a playground buddy
- Time in the lunchtime consequence room to reflect on actions and be reminded of expectations



In the dining hall

Pupils will...

☒ **Moving around the hall:**

- Walk sensibly to and from the hall, and in the hall.
- Sit in your correct seat – either on the Swan or River side tables.

☒ **Talking and eating:**

- Use a quiet voice and only talk to the people on your table.
- Use good table manners (like using your knife and fork properly).
- Say “please” and “thank you.”
- Only eat and touch your own food.

☒ **Getting your lunch:**

- Line up quietly and sensibly when your table is called.
- If you need help, put your hand up for an adult.

☒ **Tidying up:**

- When you’ve finished eating, clear your tray or lunch box and tidy your space.
- If your eating time is over, move to an island table to finish eating.

☒ **Listening and moving on:**

- Leave the hall when you have finished eating.
- When an adult puts their hand up, stop straight away, put your hand up, stay silent and listen.
- FS-Y4 children leave the hall at their set times. Y5&6 children can leave when they’ve finished eating.

School adults will...

☒ **Supporting children in the dining hall:**

- Lead FS-3 children to the hall for their lunch.
- Warmly welcome pupils as they enter and help them settle.
- Monitor lunch and inform class teachers of any concerns.
- Interact with children while they eat to build social skills.
- Support children with table manners and eating calmly.
- Remind children to use quiet, calm voices and to walk safely.
- Encourage pro-social behaviour and praise it (e.g., lunchtime certificates, class celebration, sending home a values certificate, sending them to HT/DHT for a positive noticing band).

☒ **Supervising and supporting:**

- Teachers and prefects should do random spot checks to support lunchtime staff.
- Adults should support children moving to the ‘Island’ tables when needed.
- Staff not in the dining hall who see children with food elsewhere (like the playground) should send them back to the hall.
- Ensure sufficient supervision is available in the hall at all times. EYFS children must be supervised by a member of staff who holds a current Paediatric First Aid qualification whilst they are eating.

☒ **Modelling and role-modelling:**

- Model quiet, calm voices and good table manners.
- Reinforce expectations about noise levels and walking.
- Find opportunities to eat alongside children where possible (classroom staff).
- Role model the behaviour expected of pupils.

☒ **Dining hall set-up:**

- Make sure tables (River and Swan sides) are set out correctly with three islands in the middle.

Use cues e.g.

Talking to self: 'I wonder why this table is so loud today when it was using table voices so well yesterday?'

'Remember when you.....'

'Remember how...'

Why we expect to see this behaviour...

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.

When will pupils learn this behaviour?

Foundation Stage will be supported by staff and their Year 6 buddies...

- To use cutlery
- To use a quiet voice in the dining hall
- To line up calmly and quietly for food when their table is called.
- To say their name and please and thank you when they have been given their food.

Year 1

- Children continue to practice and consolidate these skills

Year 2

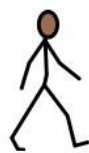
- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours in the lunch hall and take additional responsibilities such as prefects who help with lunchtimes

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils e.g. scaffolded role play eating situations
- Positive play for children who need adult support in learning how to eat their food and behave pro-socially in the lunch hall and in lunch clubs e.g. positive play
- Separate lunchtime eating spaces e.g. in an office space with a member of SLT
- Daily social stories to support learning the expected behaviours of the lunch hall
- Social skills intervention
- Support from a peer – children are sat in the same seats each day to ensure there is consistency and to ease anxiety.
- Time in the lunchtime consequence room to reflect on actions and be reminded of expectations



Moving around school

Pupils will...

☒ Moving around school:

- Come with an adult to the office if you need to speak with a member of the office team.
- Walk calmly and quietly.
- Keep in a single file line, in register order, with your adults at the front.
- Listen and wait for your adult to tell you what to do.
- Stay calm and don't talk in the line.

☒ Being kind and helpful:

- Hold doors open for others, including adults.
- The front two children in the line can hold doors open for everyone – we'll take turns for this job!
- Pick up any rubbish you see as you walk past it.
- Greet others with a smile or a "hello."

☒ **Taking care of our school:**

- Don't walk across the quad – that's Year 1's outdoor learning space.
- Go straight back to class after going to the toilet.
- Carry the class fob when moving around the school – this does not include to the office area.
- Turn off lights when you leave a room.

School adults will...

☒ **Teaching and reinforcing expectations:**

- Consistently teach and reinforce expectations with pupils.
- Model expectations through your own actions.
- Revisit and reteach expectations as needed.

☒ **Promoting positive behaviour:**

- Notice pupils showing pro-social behaviour and praise them (celebrate in class, send home a text or values certificate, send to HT/DHT for a positive noticing band).
- Remind pupils who leave the classroom to go to the toilet to return straight away afterwards.

☒ **Maintaining a safe and tidy environment:**

- Ensure fobbed doors are closed properly as you walk through them.
- Model walking around the quad (not across it).
- Pick up litter around the school.
- Turn off lights when you leave an empty room.
- Leave rooms tidier than you found them.
- Keep staff toilets tidy after use.

Use cues e.g.

Talking to self: 'I wonder why you are running when it is dangerous and you could get hurt.'

'Remember when you.....'

'Remember how...'

Why we expect to see this behaviour...

- To keep pupils and adults safe at all times.
- Keeps the environment tidy and clean.
- Reduces energy waste through sustainable practices – in support of the school's Climate Action Plan.
- To promote life skills.
- Demonstrates a calm environment.
- Shows that we respect and trust each other.

When will pupils learn this behaviour?

Foundation Stage

- How to walk around the school quietly and by walking
e.g. when they go to the school library
- Then in the summer term, they will practise coming to assemblies.

Year 1

- Children continue to practice and consolidate these skills whenever they walk around school or between activities in continuous provision.

Year 2

- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours and model them to younger

children too. They may also be given the responsibility of showing visitors around school.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to walk around the school
- Daily social stories to support learning the expected behaviours of moving around school
- Adult support – 1:1 or in a small group



End of day routines

Pupils will...

☒ **Looking after belongings:**

- Collect your things quickly, calmly and sensibly.
- Make sure you take everything with you when you leave.
- If you lose something, try to find it.

☒ **Tidying up:**

- Help tidy up the whole classroom, not just your own mess.
- Pick up pens and other things off the floor before the cleaners come.
- Clear your workspace and leave it tidy.
- At the end of the day, help stack the chairs.

☒ **Moving around safely:**

- Line up quietly and sensibly.
- Wait for your adult to tell you when to leave the classroom.
- Stay with your adult once you've been collected.
- Don't go back into school without telling an adult.
- Leave the school site promptly.
- ARP children are to wait in Rainbow Room and are called one by one to Rainbow door as parents arrive.

School adults will...

☒ **Modelling and expectations:**

- Model and show children what you expect at the end of each day.
- Teacher and TA spaces should be tidy and set an example for children.
- Don't tidy up after children – encourage them to take responsibility.
- Remind children not to ride bikes or scooters on school grounds.

☒ **End-of-day routine and dismissal:**

- Stop the lesson in time for pupils to get ready calmly for home.
- Give pupils clear instructions about what to do at the end of the day.
- Monitor cloakroom activity – an adult should be present to ensure children take everything home (PE kits go home on Fridays).
- Line up and lead your pupils out, ensuring safe and quiet movement.
- Year 5 and 6 staff should lead pupils to the gate, not just release them.
- Open gates on time (Y5 open Elliotts Way, Y2 open main gate, FS/Y1 open front gate).
- Check that children leave with a known adult – this must be seen.
- Take any pupils not collected to the office area.

☒ **Communication and safeguarding:**

- Follow all safeguarding procedures for dismissing pupils – if unsure, ask SLT or the DSL.
- Know who is collecting each pupil before the end of the day, including those with permission to walk home alone.
- Communicate any club registers or cancellations with class teachers.
- Let class teachers know if there are any changes to children's pick-up arrangements.
- Share any immediate concerns (e.g. behaviour, first aid) with parents/carers before the end of the day.
- Remind parents to use the school meeting request form if they want a longer conversation (from the Communication Policy).
- Ensure discussions with parents take place away from other parents to protect privacy.

☒ **Celebrating positive behaviour:**

- Notice pupils showing pro-social behaviour and praise them by:
 - Celebrating them in class.
 - Sending home a text or values certificate.
 - Sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

- Talking to self: 'I wonder why there are still things in the cloakroom when we all need to take our belongings home with us?'
- 'Remember when you.....'
- 'Remember how...'
- Visual reminders e.g. checklist for belongings

Why we expect to see this behaviour...

- To ensure pupils are collected safely.
- Avoids parents having to wait.
- Provides a positive end to the school day.
- Gives an opportunity for class teachers to liaise with parents if needed.
- A tidy, clean cloakroom environment is beneficial for health and safety reasons and to reduce anxiety at the end of the day.
- Good home-school communication and relationships.
- To encourage independence and responsibility.

When will pupils learn this behaviour?

Foundation Stage

Taught to:

- tidy up
- collect belongings
- wait for parents with teacher

Year 1

- Children continue to practice and consolidate these skills with increasing independence

Year 2

- In Year 2, staff will reinforce and build on these behaviours with adult support in the cloakroom at all times.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours, independently leaving cloakrooms tidy and in good order at the end of each day.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to get ready at home time
- Time table 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 on resources and a checklist for belongings
- Pictures showing what work-stations or areas of the classroom should look like when tidy



During PE

Pupils will...

☒ Getting ready for PE:

- Wear your Inclusive Sportswear on PE days.
- If you forget your kit, you will use the class spare kit. (Shoes don't need to be changed for one-off occasions.)
- Change for PE lessons quickly, sensibly and independently.
- Take off any jewellery and tie up your hair. If you have earrings, take them out or cover them with tape.

☒ Moving and using equipment:

- Walk sensibly to and from the hall, playground or field.
- Use the equipment safely and always listen to the adults.

☒ Joining in and working together:

- Join in and try your best in the lesson.
- Work as part of a team and help each other.

School adults will...

☒ Preparation and equipment:

- Ensure each year group has spare Inclusive Sportswear in their classroom. If more is needed, ask in key messages for donations (shorts, leggings, t-shirts).
- Wear appropriate PE kit when teaching lessons.
- Use a countdown timer for getting changed, linked to the school values.
- From Year 4 onwards, make sure boys and girls can change separately.
- Put "we are changing" signs on the door to stop visitors or Rocksteady from entering while children are changing.

☒ Modelling and setting expectations:

- Model the behaviours expected in PE lessons so children are clear about what to do.
- Model appropriate learning behaviour throughout.
- Monitor noise levels, adjusting based on the lesson.
- Encourage all children to do their personal best.

☒ Supporting all children:

- Provide activities for pupils without a kit (ask PE leaders for a list of roles).
- Liaise with parents if a child repeatedly has no kit – explain they'll wear the spare kit, and signpost to the Family Hub for support if needed.

☒ Celebrating positive behaviour:

- Notice pupils showing pro-social behaviour and praise them by:
 - Celebrating in class.
 - Sending home a text or values certificate.
 - Sending them to the HT/DHT for a positive noticing band.

Use cues e.g.

- Talking to self: 'I wonder why you're not working as a team today when last PE lesson you worked so well together?'
- 'Remember when you.....'
- 'Remember how...'
- Visual reminders e.g. checklist for belongings

Why we expect to see this behaviour...

- To ensure PE lessons are safe.
- To keep pupils fit and healthy.
- To promote healthy lifestyles, now and in the future.
- To develop sportsmanship—understand that we cannot always win.

When will pupils learn this behaviour?**Foundation Stage**

- In the spring term, pupils will learn how to change into their PE kits at school.
- PE lessons start in Foundation stage where behaviour expectations are also taught.

Year 1

- Children continue to practice and consolidate these skills in PE lessons and in continuous provision.

Year 2

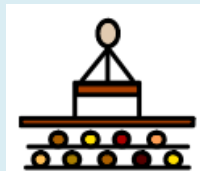
- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours and take part in representing the school at sporting events.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to get changed for PE
- Time table adaptations may be required e.g. getting changed for PE earlier than rest of the class to reduce anxiety
- Daily social stories to support learning the expected behaviours of getting changed for PE
- Adult support i.e. 1:1 from the school sports coach
- Visual aids and a checklist

**Assemblies****Pupils will...**☒ **Walking to and from assembly:**

- Walk quietly to and from the assembly.
- Enter the hall silently.

☒ **During assembly:**

- Sit sensibly and quietly, and wait for the assembly to start.
- Listen carefully and stay quiet during the assembly.
- Celebrate other people's successes by clapping nicely.
- Join in when you're asked to.

☒ **During Monday/Non-Class Assemblies:**

- Sit in allocated rows, marked clearly with name cards.
- Enter and leave the hall in silence.
- Listen quietly throughout the assembly, showing respect by facing the front and staying still.
- Only Year 6 pupils who have earned the privilege through consistent respectful behaviour will sit on the benches – being a prefect does not guarantee this.
- Respond appropriately during the assembly: clapping when invited, joining in respectfully, and refraining from any disruptive behaviour.

• Show respect to the people leading the assembly by listening carefully, looking at them, and not talking. ☒ Leaving assembly: • Stay quiet as your class is dismissed. • Leave the hall tidy. ☒ Helping out: • Prefects should show others how to behave. • Help put away chairs after the assembly. • Year 6 children put out chairs for parents on Friday afternoons.	☒ During Friday/Class Assemblies: • Only pupils in the same team as the performing class will attend (plus siblings of the performers). • For EYFS/Year 1 class assemblies, Year 5/Year 6 buddies will also attend. • Sit in horizontal curved rows (no benches) with the oldest children in the team at the back, just in front of parent seating.
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School adults will...

☒ Ensure every pupil is supported to access assemblies successfully. ☒ Use the following graduated approach: 1. Attend the assembly with their peers • The expectation for all pupils is that they attend and participate appropriately in assemblies. 2. Sit alongside a member of staff • Where a pupil requires additional support to meet assembly expectations, they should be seated next to a trusted adult who can provide encouragement, reminders and co-regulation. 3. Access an alternative arrangement • Where a pupil is currently unable to access assemblies successfully, an alternative provision may be agreed. This should be purposeful, supervised and aimed at helping the pupil gradually develop the skills needed to access future assemblies.
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To support success of pupils in assemblies, school adults will...

☒ Modelling and reinforcing expectations: • Model the same expectations expected of pupils in assembly (no talking, no laptops, no hoods up). • Arrive on time to the assembly and monitor the behaviour of all children, not just your own class. • Actively reinforce expectations by speaking to or moving children who aren't following the rules – not just those in your class. • Provide gentle reminders when needed. • Use the Behaviour Curriculum's visual cues and prompts on the screen at the start and end of assembly to help reinforce expectations. • Move pupils who are struggling to follow assembly expectations to seats near adults. Where appropriate, pupils may start the	☒ Before and During Assembly: • Ensure children are seated in their designated rows (using laminated name markers). • Monitor all children, not just your own class, and give gentle reminders or move children as necessary. • Let the SLT lead know if any children need to attend Playtime Practice the following day – this includes noting any incidents during assembly. • Celebrate positive behaviour by praising children sitting and listening respectfully (use smiles, thumbs up, or quiet praise). • Use the seating diagram and visual cues to support a calm entry and exit. ☒ Friday/Class Assemblies:
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assembly in these seats to support positive behaviour and engagement.

☒ **Positioning and adjustments:**

- Carefully check seating – make sure children are in register order when they arrive in the hall, as some may switch places.
- Make reasonable adjustments for pupils who need it (e.g., moving children if their position isn't working).
- Move Year 6 children off the benches to the floor if they are talking.

☒ **Celebrating and including everyone:**

- Celebrate all pupils' achievements – track values certificates so everyone receives one by the end of the year.
- Notice pupils showing pro-social behaviour and praise them (celebrate in class, send home a text or values certificate, send them to HT/DHT for a positive noticing band).

☒ **Using equipment and the environment:**

- Take time to learn how to use the hall's sound/display equipment.
- Stack chairs on the trolley and put benches away after assembly.
- Turn off the hall PC and sound equipment to prevent fire risk or static build-up.

☒ **Managing movement:**

- Don't allow children to run around on the stage at the end of class assemblies.
- Children with appointments during assembly should go to the office instead (admin staff will let class teachers know if needed).

Use cues e.g.

Talking to self: 'I wonder why people are coming into assembly talking when they know the rules on coming in silently?'

'Remember when you.....'

'Remember how...'

- Visual reminders

- Set up parent seating in a horseshoe shape, roughly halfway down the hall.
- Ensure children are seated calmly before any parents enter.
- Remind children of expectations for respect and behaviour before entering the hall.
- Support the celebration of the performing class by encouraging listening and appropriate applause.

Why we expect to see this behaviour...

- Promotes a calm, purposeful atmosphere.
- Celebrating the achievement of others.
- An opportunity for learning.
- Building community and team spirit.
- Develop a better understanding of the school values.

When will pupils learn this behaviour?

Foundation Stage

- Will teach the sitting and listening skills required during lessons.
- Will extend into year group assemblies when ready.

- Will then attend some whole school assemblies in Term 6 so that the children are ready to progress into Year 1.

Year 1

- Children continue to practice and consolidate these skills by attending whole school assemblies. Extra practice will likely be required in year group or team assemblies.

Year 2

- In Year 2, staff will reinforce and build on these behaviours.

KS2

- In KS2, staff will build on this by expecting pupils to show these behaviours and model them to younger children too. They may also be given the responsibility of supporting staff in the setting up and running of assemblies.
- Prefects in Year 6 will be able to sit on benches because they are able to show the behaviours linked to the school values consistently.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice timetabled in for pupils of how to walk to/from and sit in assembly
- Some children may need reduced timeframe expectations which are built upon i.e. attend assemblies for a shorter length of time initially.
- Social stories to support learning the expected behaviours of assemblies
- Adult support – 1:1 before, during and after assemblies
- Visual aids



In the library

Pupils will...

☒ **Using the library properly:**

- Come with an adult – KS1 children should always have an adult with them.
- Enter and leave the library silently.
- Speak quietly when you're in the library.
- Scan all books (including AR) in and out of the library.
- Only be in the library at lunchtime if they are a librarian.

☒ **Looking after the books:**

- Treat books with respect – be gentle with them and do not put them on the floor.
- Put books back on the shelf in the right place and the right way around.
- Use the computer to scan books out and back in.
- When you're returning books, put them neatly on the returns shelf.

☒ **Sharing the space:**

- Share the furniture nicely with others.
- Year 6 librarians will help keep the library tidy and working well.

School adults will...

☒ **Modelling and setting expectations:**

- Model the behaviours we expect from children so they are clear on what to do.
- Teach and expect quiet, calm transitions.
- Use the silent signal of hands up to gain attention.
- Provide clear visual instructions.

- Model how to put books back on the shelves correctly.

☒ **Using the library properly:**

- Remember to take the children in their class weekly and also use the library for things such as story time or reading to the class.
- Make sure children scan out their books every time (for personal reading and AR).
- Teach children how to use the library computer and scanner before allowing KS2 children to visit the library independently.

☒ **Celebrating positive behaviour:**

- Notice pupils showing pro-social behaviour and praise them by:
 - Celebrating them in class.
 - Sending home a text or values certificate (bring some to the library visits to give out).
 - Sending them to HT/DHT for a positive noticing band.

Use cues e.g.

Talking to self: 'I wonder why I these books have been put on the shelves the wrong way round, people can't see the titles on the spines.'

'Remember when you.....'

'Remember how...'

Why we expect to see this behaviour...

- To create a calm and positive environment.
- To ensure the library is a pleasant place for all pupils
- To promote pride in the school environment.
- To help keep the library tidy

When will pupils learn this behaviour?

Foundation Stage

- calm, quiet transitions modelled by adults and copied by pupils
- hands up for attention taught and practiced until fluent
- taught how to use the scanner
- taught how to tidy up and have the expectation to do this before leaving the library

KS1

- In KS1, staff will reinforce and build on these behaviours to encourage independence ready for KS2

KS2

- In KS2, staff will build on this by expecting pupils to do this with automaticity whilst offering support and/or understanding to peers who may require additional support.

Adaptations that may be required for pupils to learn these behaviours...

- Additional practice for pupils in small groups or 1:1
- Behaviours broken down into smaller steps of learning – see Rainbow Room & Garden Room pathways
- Additional adult support for pupils
- Visual prompts and aids
- Social stories to support behaviour in the library



Voice levels

Pupils will...

☒ **Using your voice properly:**

- Practise each voice level so you know how to use them.
- Use the right voice level for the task – look at what your teacher puts in the speech bubble on the board.
- Follow the voice level instructions straight away.
- Learn to choose the right voice level for playtimes and other activities when adults aren't telling you

School adults will...

☒ **Modelling and setting expectations:**

- Ensure that the voice level expected is written in the speech bubble on the whiteboard so that expectations are clear.
- Model the behaviours and voice levels expected from pupils so they know what to do.
- Use and explain the "I do, we do, you do" approach for voice levels.



☒ **Reinforcing and resetting:**

- Remind children of the expected voice level when needed.
- Have posters up to support the correct voice level in challenge time.
- Reflect on your own voice level and adjust as needed to model what's expected.
- Use visual reminders (number in the speech bubble on the board and arrow on the voice level chart).
- Take charge and reset the voice levels in the room if it's getting too noisy or not calm enough.

☒ **Supporting all pupils:**

- Put in place additional adaptations or behaviour plans for pupils who find it hard to stick to the voice level expectations.

Use cues e.g.

- Remember, we are walking to the hall which is voice level 0 etc
- Questioning: 'what is the number we are on now, where should we be?'
- Physically using the arrow

Why we expect to see this behaviour...

- Creates a calm and safe environment where everyone can learn and feel comfortable.
- Shows respect to others and helps everyone feel listened to and valued.
- Makes instructions clear and easy to follow, so everyone knows what to do.
- Helps children learn self-control and manage their own behaviour.
- Encourages responsibility for the shared spaces and learning environment.
- Models positive social skills that children will use in and out of school

When will pupils learn this behaviour?

Foundation Stage

- Voice level chart is introduced with the class charter – weaved into Together Time, revisit and rehearse to imbed so it becomes habit.

KS1

- Reinforce voice levels with modelling. Practice and rehearsal of voice levels.

KS2

- Reinforce voice levels with modelling. Practice and rehearsal of voice levels.

Adaptations that may be required for pupils to learn these behaviours...

- Specific SEND children may need support with learning plans e.g. partially deaf, selective mute, impulsive behavior
- Use of ear defenders
- Separate work stations
- Carefully thought out talk partners

- Behaviour plan or learning plan targets
- 1:1 practice with adult support



Movement breaks

Movement breaks should help pupils regulate, refocus and return ready to learn. They should be calm, purposeful and appropriately supervised at all times.

What is a movement break?

Movement breaks are...	Movement breaks are not...
Movement breaks are short, planned opportunities for pupils to engage in physical activity throughout the school day. They are designed to support concentration, self-regulation, wellbeing and readiness to learn. Movement breaks should: • Be purposeful, structured and time-limited (typically 2–10 minutes). • Support pupils to refocus and return calmly to learning. • Be planned by staff and linked to the needs of individuals, groups or the whole class. • Involve safe and controlled physical activity. • Be supervised by a member of staff at all times. • Take place in a designated area, either indoors or outdoors. Examples of appropriate movement breaks include: • MindBreaks or GoNoodle activities. • Stretching exercises. • Pat-your-head/rub-your-stomach coordination activities. • Running, jogging or walking around the school mile track. • Just Dance or similar guided movement videos. • Movement circuits. • Balance, coordination or yoga activities. • Walking and talking activities. • Active counting or maths challenges. • Short movement-based sensory breaks.	Movement breaks are intended to support learning and regulation and should not be viewed as additional playtimes. Movement breaks should not be: • An extra playtime or reward session. • Unstructured free play. • A replacement for breaktime or lunchtime. • An opportunity for rough-and-tumble play. • A time for pupils to wander unsupervised. • A time for football, basketball, dodgeball or other competitive ball games. • A time for pupils to access playground equipment unless specifically planned and supervised. • An opportunity for pupils to avoid learning tasks or leave lessons without purpose.

Pupils will...

☒ Taking part in movement breaks:

- Join in with whole class/small group/individual movement breaks sensibly and safely.
- Follow what the adult says during the movement break.

☒ Understanding movement breaks:

- Know that movement breaks have different parts – getting ready, moving, then calming down.

- Understand that some children need more movement breaks than others.

☒ **Using the right space:**

Always use the agreed area for your movement break.

☒ **After the movement break:**

- Go back to your seat, workstation or classroom quickly and quietly when the break is finished.

School adults will...

☒ **Identifying and planning:**

- Identify children who need extra movement breaks and speak to the SEND team and Mrs O’Kelly about how to support them best.
- Work collaboratively with Mrs O’Kelly to design movement break menus for children who need them, taking advantage of her ‘bookable’ Wednesday slots to regularly update these so they don’t get stale.

☒ **Setting up movement breaks:**

- Set expectations using visuals and timers.
- Follow the child’s movement break menu if one is in place.
- Ensure movement breaks include an altering activity, an organising activity and finish with a calming activity.
- Never play football unless it’s specifically part of a child’s movement break plan.

☒ **Supervision and safety:**

- Ensure all movement breaks, whether whole-class or individual, are appropriately supervised. This may include a designated member of staff accompanying pupils or supervising from the classroom window when pupils are working immediately outside the classroom.
- Provide whole-class movement breaks as needed.
- Ensure KS1 and lower KS2 children are not left alone during movement breaks.
- Make sure breaks end with calming activities so children are ready to return to learning.

Use cues e.g.

Use of hand up signal to stop

Use of visual schedule / movement menu

Timers

Why we expect to see this behaviour...

- Supports wellbeing and focus – movement breaks help children manage their energy, focus better, and feel calm.
- Creates a safe and supportive environment – showing children how to move safely and sensibly builds trust and safety.
- Models self-regulation – adults show children how to manage their bodies and emotions, and children learn by example.
- Ensures fairness – clear routines and expectations mean everyone has a fair chance to participate and feel included.
- Builds independence – children learn to take responsibility for their own behaviour and understand how to use movement breaks to help them.
- Encourages respect – for others, the space, and the equipment, making it easier for everyone to learn.

When will pupils learn this behaviour?

In EYFS :

- **Adults model** how to move safely, use equipment, and listen for instructions.

- Children **practise following simple routines** for movement breaks (e.g., lining up, listening for stop/go cues).
- Use of **visual supports** (pictures, symbols, songs) to help children understand what's expected.
- **Play-based learning** – children explore how their bodies move and learn to calm down after active play.
- **One-to-one support** for children who need it, with lots of praise and gentle reminders.

In Key Stage 1 (Years 1-2):

- Children **learn to follow basic movement break routines** more independently (e.g., stopping when they see the hand signal).
- **Simple voice level expectations** start to be taught and practised.
- Use of **calm and safe transitions** (lining up, sitting quietly).
- Adults encourage children to **notice when they need to calm down** and take a break.
- Pupils start to understand that **everyone's needs are different** and respect others' space.

In Key Stage 2 (Years 3-6):

- Children are expected to **follow movement break routines independently**, including using the right voice level for each activity.
- They learn to **adapt behaviour** for different spaces (e.g., library, assembly, outside).
- Adults still model expected behaviour, but children are encouraged to **self-monitor** (e.g., noticing if they're getting too loud or need a calming break).
- **Year 5/6 pupils may model** this behaviour for younger children (e.g., as Active Leaders or prefects).
- Children learn about **different sensory needs** and how to respect those around them.

Adaptations that may be required for pupils to learn these behaviours...

☒ Visual supports and clear instructions:

- Use visual schedules or symbols to show what the movement break looks like.
- Offer simple, step-by-step instructions or a checklist.

☒ Individualised movement menus:

- Work with the SEND team to create a movement menu tailored to each child's sensory and movement needs (e.g., some may need more calming activities, others more energising ones).

☒ Flexible timing and frequency:

- Allow for shorter, more frequent breaks if needed.
- Give pupils who need it more flexibility in when to take their break.

☒ Safe and calming spaces:

- Designate a safe area where pupils can do their movement break quietly and without distractions.
- Offer noise-cancelling headphones or other calming tools if needed.

☒ Choice and control:

- Let pupils choose between a few options for movement activities that meet their needs.
- Give them a sense of ownership over their break.

☒ Adapt the activities themselves:

- Simplify movements or break them down into smaller parts.
- Use softer or lighter equipment (like foam balls) for children sensitive to noise or pressure.

☒ **Adult support:**

- Provide more direct adult supervision if a pupil struggles to follow routines independently.
- Use prompts and praise to guide them back to learning after their break.

☒ **Peer modelling or buddy support:**

- Let a trusted peer model the break alongside the pupil, if it helps them feel safe and included.

☒ **Consistent routines:**

- Stick to familiar routines and visuals to help pupils feel secure.



Water Walks

What is a Water Walk?

Purpose

A **Water Walk** is a short, structured opportunity for pupils to hydrate and engage in gentle movement during the school day. Water Walks can take place whenever they are needed and are particularly encouraged during periods of warm weather, when children may benefit from additional hydration and opportunities to move.

Water Walks form part of our wider approach to pupil wellbeing, self-regulation and readiness to learn.

What Does a Water Walk Look Like?

During a Water Walk:

- Pupils collect their water bottle from the designated water station.
- Children walk calmly and sensibly around an agreed route.
- Pupils drink water whilst walking.
- Children return their bottle to the water station or take it back to their workspace, as directed by staff.
- The activity lasts only a few minutes before learning resumes.

Water Walks may be:

- Whole-class activities.
- Group activities.
- Used for individual pupils who would benefit from a brief movement and hydration break.

Pupils will...

- ☒ Carry their water bottle calmly and safely.
- ☒ Walk sensibly along the agreed route.
- ☒ Use the opportunity to drink water and stay hydrated.
- ☒ Follow adult instructions promptly.

- ☒ Return their bottle neatly to the designated water station (or as directed by the class teacher).
- ☒ Return to learning quickly and calmly when the Water Walk has ended.
- ☒ Show respect for others by maintaining personal space and avoiding unnecessary conversation or disruption.

School adults will...

- ☒ Use Water Walks as a planned strategy to support hydration, wellbeing and readiness to learn.
- ☒ Provide regular opportunities for Water Walks, particularly during periods of warm weather.
- ☒ Ensure Water Walks remain structured, calm and purposeful.
- ☒ Supervise pupils appropriately throughout the activity.
- ☒ Encourage all children to drink water regularly during the school day.
- ☒ Support pupils in developing independence when collecting, carrying and refilling water bottles.
- ☒ Ensure any outdoor Water Walks take place in shaded areas where possible.
- ☒ Keep movement gentle and purposeful, avoiding running or vigorous physical activity, particularly during hot weather.

Why we expect to see this behaviour...

- Good hydration supports children's concentration, wellbeing and readiness to learn.
- Short movement breaks can improve focus, self-regulation and engagement in learning.
- Creating regular routines around drinking water helps children develop healthy lifelong habits.
- Water Walks provide a structured opportunity for movement without disrupting learning.
- They support smooth transitions between lessons and learning activities.
- They help children remain comfortable and alert, particularly during warm weather.

When will pupils learn this behaviour?

In EYFS (Nursery & Reception):

- Children are taught how to independently access and use their water bottle safely.
- Adults model how to carry, drink from and return bottles appropriately.
- Children learn to walk safely with others and respond to adult instructions.
- To begin with, Water Walks may be completed in small groups with significant adult support.

In Key Stage 1 (Years 1–2):

- Children learn the Water Walk routine and expectations.
- Children begin to develop greater independence when collecting, carrying and returning bottles.
- Adults explicitly teach what calm and purposeful movement looks like.
- Children are taught that Water Walks are a wellbeing strategy rather than an additional playtime.

In Key Stage 2 (Years 3–6):

- Pupils independently follow Water Walk routines.
- Pupils understand the importance of hydration for learning, concentration and physical wellbeing.
- Pupils demonstrate self-regulation and maturity during Water Walks.
- Pupils may support younger children in understanding routines and expectations where appropriate.

Adaptations that may be required for pupils to learn these behaviours...

- Visual reminders, photographs or cue cards showing the Water Walk routine.
- Additional adult support and modelling.
- Smaller group Water Walks.
- Individualised movement and hydration breaks for pupils with SEND.

Clear countdowns and warnings before beginning and ending a Water Walk.

- Alternative routes or quieter spaces for pupils who find larger groups overwhelming.
- Flexible use of Water Walks for pupils who require additional regulation, sensory input or hydration opportunities.
- Positive reinforcement, praise and repetition to develop habits and independence.
- Adapted expectations where required as part of an individual support plan.



Wet play

Pupils will...

☒ **Staying in the right place:**

- You should stay in your classroom or indoor area.
- You should sit in your own chair, but you can stand up to chat or play games as long as you're sensible and safe.

☒ **Using partner or group voice:**

- You should talk calmly and use a quiet voice i.e. voice level 1 or 2 max.

☒ **Playing safely and sensibly:**

- You should choose calm games and activities that don't put anyone at risk.
- You should play board games, draw, read, or do other quiet activities.

☒ **Being kind and including others:**

- You should share toys and games fairly.
- You should let others join in and be friendly to everyone.

☒ **Helping younger children:**

- If you're in Year 6, you should help out in younger classes during wet play.

☒ **Tidying up afterwards:**

- You should put games and toys back where they belong before going back to lessons.
- You should make sure the classroom is tidy for everyone.

☒ **Following adult instructions:**

- You should listen carefully and follow what the adults say straight away.

☒ **Moving carefully:**

- You should walk calmly around the classroom – no running or pushing.

School adults will...

☒ **Setting expectations and modelling behaviour:**

- Be consistent across the school.
- Role model and encourage good expectations to keep classrooms tidy.
- Lunch staff should follow the classroom rules and behaviour expectations, like voice levels.
- Provide a wet play menu in classrooms so children know what they can and can't do.
- Suggest board games, colouring, and other quiet activities.

☒ **Supporting transitions and routines:**

- Support children to transition from break to lessons with a calming activity.
- Give a 5-minute warning before tidy-up time so children know what's expected.
- Give children an indoors movement break following a wet play or lunchtime so that they are able to focus on their learning.
- Lunch supervisors should leave enough time at the end of lunch for classrooms to be tidied.
- Communicate clearly across school when it's wet play.

Use cues e.g.

- "Let's use voice level ____."
- "Quiet talking, please."
- "Play sensibly and calmly."
- "Walk, don't run."
- "Five minutes left, so get ready to tidy up."
- "Time to put the games away now."
- "Great job using your quiet voice!"
- "Thank you for sharing and being kind."

Why we expect to see this behaviour...

- **Keeps everyone safe** – calm, sensible play indoors stops accidents and makes sure everyone feels secure.
- **Shows respect** – for other people, the classroom, and the equipment.
- **Helps everyone learn** – calm transitions and tidy classrooms mean children can get straight back to learning.
- **Builds social skills** – sharing and including others shows kindness and helps everyone feel like they belong.
- **Develops responsibility** – children learn to look after themselves, their environment, and each other.

When will pupils learn this behaviour?

In EYFS (Nursery & Reception):

- Adults **model** how to play safely and talk in quiet voices.
- Children learn to **take turns** and **share toys** with help from adults.
- Visual reminders (like posters or voice level cards) help them understand what's expected.
- Lots of gentle reminders and praise help them build good habits.

In Key Stage 1 (Years 1–2):

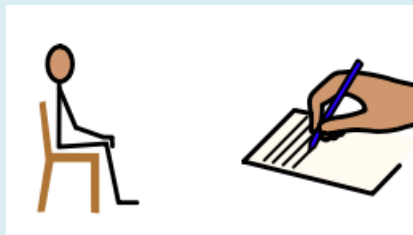
- Children start to **follow these expectations more independently** (e.g., using quiet voices, tidying up).
- They understand that **wet play rules** are different from outdoor play rules.
- They practise tidying up and transitioning calmly back to lessons.
- They begin to understand why sharing and including others is important.

In Key Stage 2 (Years 3–6):

- Children are expected to **follow the wet play expectations with much more independence**.
- They can **choose sensible games** and play without direct supervision.
- They know how to help keep the classroom tidy and be ready to learn straight after.
- **Older pupils (like Year 6)** may help younger children learn these rules by supporting in classrooms.

Adaptations that may be required for pupils to learn these behaviours...

- ☒ **Visual supports** – use visual reminders (like a wet play menu, voice level posters, or social stories) to help children remember what's expected.
- ☒ **Extra adult support** – have an extra adult check in with children who need more help to play safely or use quiet voices.
- ☒ **Clear boundaries** – create clear play areas or spaces to help children understand where they can play and how to move around.
- ☒ **Individual movement breaks** – allow extra short movement breaks if some children find it hard to sit still indoors.
- ☒ **Calming tools** – offer fidget toys, sensory breaks, or calming activities (like drawing or reading) for children who get overwhelmed by noise or busyness.
- ☒ **Small group play** – encourage quieter play in smaller groups for children who find busy wet playtimes challenging.
- ☒ **Explicit teaching and reminders** – regularly practise and role-play what safe, calm, indoor play looks like.



Ready to Write

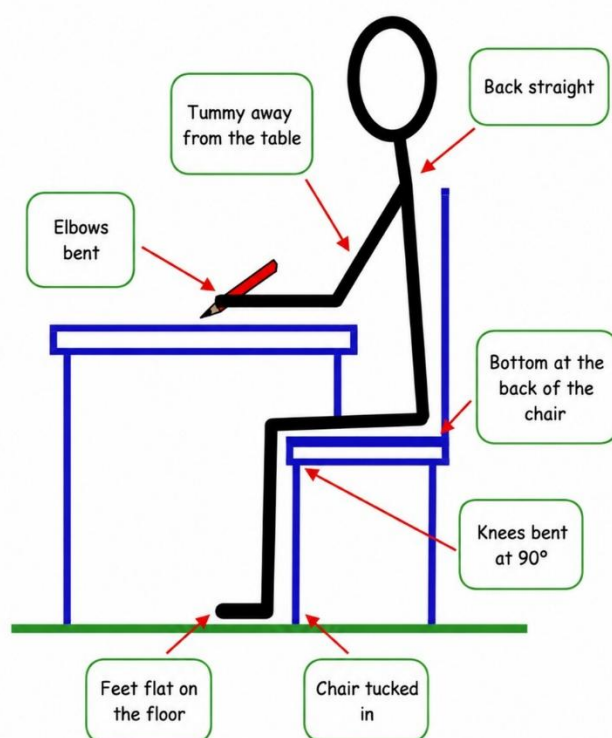
What is the best sitting position?

At Thameside, we teach all children that how we sit is important. Good sitting habits support concentration, handwriting, posture, comfort and successful learning.

The **Best Sitting Position** should be used whenever children are completing written work at a table, including during English, maths, phonics, topic work and other curriculum lessons.

The visual below should be visible in all classrooms and referred to by all staff so that children are ready to write in the best sitting position in all lessons.

Best Sitting Position



Pupils will...

- ☒ Sit with their **bottom at the back of the chair**.
- ☒ Keep their **back straight and upright**.
- ☒ Keep their **feet flat on the floor** wherever possible.
- ☒ Keep their **knees bent comfortably at approximately 90 degrees**.
- ☒ Keep their **chair tucked neatly under the table**.
- ☒ Sit with a small gap between their tummy and the table.
- ☒ Keep their **elbows bent comfortably** when writing.
- ☒ Hold pencils and writing equipment correctly according to their stage of development.
- ☒ Position paper appropriately for writing.
- ☒ Use the Best Sitting Position whenever completing written work, including during phonics, handwriting, English, mathematics and foundation subjects.
- ☒ Return to the Best Sitting Position promptly when reminded by an adult.

School adults will...

- ☒ Explicitly teach and model the Best Sitting Position.
- ☒ Ensure that the Best Sitting Position visual is displayed clearly in every classroom.
- ☒ Refer to the visual regularly, particularly before writing activities and during phonics lessons.

- ☒ Use consistent whole-school language when reminding children about posture and presentation.
- ☒ Positively reinforce good sitting habits and readiness to learn.
- ☒ Correct poor posture promptly, consistently and calmly.
- ☒ Ensure furniture is suitable for pupils wherever possible.
- ☒ Check that children are sitting correctly before written work begins.
- ☒ Teach children why posture is important for handwriting, comfort, concentration and learning.
- ☒ Use the prompt:

"Show me the Best Sitting Position."

to encourage children to independently adopt the Best Sitting Position.

Why we expect to see this behaviour...

- Good posture supports handwriting development, letter formation and pencil control.
- Sitting correctly helps children remain focused and engaged in learning.
- Appropriate posture helps to reduce fatigue and physical discomfort.
- Consistent routines promote independence and readiness to learn.
- Good positioning supports the development of fine motor skills.
- Children are more likely to produce their best quality written work when seated correctly.
- Consistent expectations across the school help children develop positive learning habits that remain with them as they move through the school.

When will pupils learn this behaviour?

In EYFS (Nursery & Reception):

- Adults explicitly model how to sit safely and comfortably at a table.
- Children learn how to position their bodies for mark-making, drawing and early writing activities.
- Adults provide regular reminders and physical prompts where appropriate.
- Visual cues, repetition and positive reinforcement help establish routines.

In Key Stage 1 (Years 1–2):

- Children are explicitly taught the components of the Best Sitting Position.
- Teachers revisit and reinforce expectations before writing activities.
- Children begin to self-correct their posture when prompted.
- Expectations are consistently applied across all written lessons, including phonics.

In Key Stage 2 (Years 3–6):

- Pupils are expected to independently adopt and maintain the Best Sitting Position.
- Adults continue to reinforce expectations where necessary.
- Pupils understand the link between posture, concentration, stamina and presentation.
- Good sitting habits become embedded as part of pupils' independent learning behaviours.

Adaptations that may be required for pupils to learn these behaviours...

- Visual reminders displayed on desks, tables or working walls.
- Additional adult modelling and reinforcement.
- Individual posture prompts and checklists.
- Alternative seating arrangements where appropriate.
- Sensory cushions, footrests or adapted seating following professional advice.
- More frequent movement breaks for pupils who find prolonged sitting difficult.
- Occupational Therapy recommendations implemented where appropriate.

- Flexible approaches for pupils with SEND, physical needs or medical conditions whilst maintaining the principles of good posture and readiness to learn.
- Individual support plans where required.

S Greenaway, July 2026