



Ickworth Park Primary School

Behaviour Curriculum

Respect • Challenge • Resilience • Confidence

Every child is known. Every child is valued. Every child belongs.

Introduction

At Ickworth Park Primary School, behaviour is taught as a curriculum. We explicitly teach, model, practise and revisit the knowledge, habits and language pupils need to thrive as individuals, as members of a team and within the wider community. This curriculum supports a calm, safe and empowering environment in which every pupil is valued and has the tools to learn.

The curriculum translates our four values into observable behaviours. It complements the school behaviour policy by placing prevention, relationships, regulation, consistency and repair at the heart of daily practice.

Trust Vision

Rationale for a behaviour curriculum

- TBC

Therapeutic Thinking

Our relational approach understands behaviour as communication. Adults remain curious about need, emotion and context while maintaining clear boundaries. We use co-regulation, the Zones of Regulation, reasonable adjustments and restorative conversations so that pupils can understand impact, repair relationships and make safer choices. Consequences are proportionate, related and delivered with dignity.

Links with Trust Leaders

- Share curriculum content, agreed language and implementation learning with Trust leaders.
- Participate in moderation, training and review to strengthen consistency across schools.
- Use Trust expertise and external professional advice when evaluating provision for pupils with additional needs.

Trust Values

- TBC

School Values

Our values are **Respect**, **Challenge**, **Resilience** and **Confidence**. They shape how we learn, communicate, manage emotions, foster relationships and contribute to our community. The values are taught through concrete examples so pupils understand what each looks like and sounds like in different contexts.

Respect	We value ourselves, other people, learning, property and the wider community.
Challenge	We aim high, think deeply, welcome feedback and choose purposeful challenge.
Resilience	We regulate, persevere, adapt, recover and ask for help when it is needed.
Confidence	We feel safe to contribute, communicate, make choices and take responsible action.

We are writing this as a curriculum because behaviour is a body of knowledge and skill that develops over time. Explicit progression enables pupils to move from adult-supported routines towards increasingly independent, reflective and socially responsible behaviour.

Our Behaviour Curriculum Intent

- Teach pupils the behaviours that protect everyone's right to feel safe, learn and contribute to their community.
- Build a shared language that connects values, feelings and actions.
- Develop emotional literacy and self-regulation.
- Teach healthy friendships, respectful communication, co-operation and conflict resolution.
- Create equitable access through high expectations, reasonable adjustments and a 'stage-not-age' approach.
- Ensure pupils know how to reflect, repair harm and re-join learning successfully.
- Support pupils to apply the same standards online, off-site and in the wider community.

Curriculum Outcomes

We want every pupil to feel safe, seen, trusted and valued. Through consistent teaching, positive adult role modelling and a relational approach, we create equitable expectations and a shared language that strengthen belonging, improve attendance and reduce disruptions to learning.

Value	Desired feelings	Resulting behaviours
Respect	Safe, valued, included	Listen without interrupting Use kind, appropriate language Care for people, property and learning Respect difference and diversity Move calmly and safely Classrooms promote independence
Challenge	Curious, motivated, optimistic, purposeful	Attempt demanding tasks Ask thoughtful questions Use feedback to improve Accept that mistakes support learning Encourage others to aim high Adults value the work of children 'I can't do it... yet!' Collaborative working and peer marking
Resilience	Calm, capable, supported, hopeful	Identify and name feelings Use taught strategies to regulate Persevere and adapt Ask for help before giving up Repair and return to learning
Confidence	Secure, proud, trusted, belonging	Contribute ideas Speak clearly and respectfully Make safe choices Take responsibility Seek help and stand up for what is right Children have role of responsibility

Curriculum Progression

The statements below describe an entitlement and progression. Adults select the most appropriate starting point according to a pupil's developmental stage, prior experience and need.

Respect

Phase	Progression statements
EYFS	I use kind hands, feet and words. I listen when someone is speaking. I share space and resources with support. I help tidy and care for our classroom. I can say stop and ask an adult for help.
Years 1 & 2	I greet others and use polite language. I take turns and listen to different ideas. I follow classroom and playground routines. I care for resources and include others. I understand that the same behaviour is expected online and offline.
Years 3 & 4	I adapt my voice, language and behaviour to the context. I disagree without being unkind. I recognise personal boundaries and difference. I contribute fairly in a group. I consider who may be affected by my choices.
Years 5 & 6	I show respect when views, identities or experiences differ from mine. I challenge unkindness safely. I communicate responsibly online and in the wider community. I help create an inclusive culture. I use restorative language to repair relationships.

Challenge

Phase	Progression statements
EYFS	I have a go at something new. I can choose a task that makes me think. I ask questions and share ideas. I know mistakes help me learn. I celebrate effort.
Years 1 & 2	I begin tasks promptly. I try more than one way. I use success criteria and feedback. I ask a useful question when I am stuck. I encourage others.
Years 3 & 4	I set a purposeful goal. I select strategies and explain my thinking. I welcome specific feedback. I manage the discomfort of productive struggle. I contribute constructively in group challenge.
Years 5 & 6	I choose ambitious but achievable goals. I evaluate and improve my approach. I give and receive respectful critique. I sustain focus when work is complex. I use challenge to improve outcomes for the group.

Resilience

Phase	Progression statements
EYFS	- I can name simple feelings. - I notice when my body needs help to calm. - I use a taught strategy with an adult. - I try again after a mistake. - I accept help and return to my learning.
Years 1 & 2	- I identify my feelings using words. - I use breathing, movement, a quiet space or talk to an adult when feeling dysregulated. - I keep going even when giving up would be easier. - I adapt to small changes in my routine. - I reflect on what helped me learn.
Years 3 & 4	- I recognise triggers and early warning signs. - I select a suitable regulation strategy. - I can break a difficult task into steps. - I recover after disappointment. - I reflect on my actions and their consequences. - I can take part in a restorative conversation.
Years 5 & 6	- I anticipate challenges and plan how I will tackle them. - I distinguish perseverance from needing a different strategy. - I repair harm and re-engage. - I support peers with encouragement.

Confidence

Phase	Progression statements
EYFS	- I communicate what I need. - I join in with support. - I can make simple choices. - I share something I am proud of with my peers and teachers. - I know the safe adults can help me.
Years 1 & 2	- I speak so others can hear and listen. - I contribute an idea or question to a wider group - I say when something feels unsafe or unkind. - I take responsibility for my belongings.
Years 3 & 4	- I express an opinion with reasons. - I can ask for clarification or support. - I make safe, independent choices. - I acknowledge mistakes and reflect on actions. - I represent my class responsibly.
Years 5 & 6	- I communicate assertively. - I support my peers - I lead and collaborate responsibly. - I speak up for safety and inclusion. - I make decisions based upon shared values. - I prepare for transition with self-belief and support from my peers and teachers.

Curriculum Implementation

Core entitlement

- Regular explicit teaching of values, routines and relational language.
- Daily adult modelling, rehearsal, recognition and calm correction.
- Zones of Regulation teaching and opportunities to practise self-regulation.
- Pre-teach before transitions, visits, events and changes to routine.
- Restorative reflection and supported repair after incidents.
- Reasonable adjustments and additional teaching for pupils who need it.
- Consistent application across classrooms, social times, online contexts and school activities.

Recommended approaches

- Explain, model, practise, notice, correct and revisit.
- Use worked examples: role play, stories, visuals, social stories and low-stakes rehearsal.
- Name the value and behaviour precisely: "That showed respect because you listened and waited."
- Use private, calm reminders and allow take-up time.
- Teach alternative behaviour rather than focusing only on what should stop.
- Use pupil voice and behaviour information to identify concepts requiring reteaching.

Optional enrichment

- Peer mentors and playground leaders.
- Pupil-led assemblies, displays and campaigns.
- Leadership roles, clubs and community service.
- Visitors, trips and transition projects that allow values to be applied authentically.

Half-term	EYFS	KS1	Lower KS2	Upper KS2	Whole-school experiences
Autumn Term 1	Belonging, kind hands and words, classroom routines, trusted adults	Belonging, rights, rules, listening, movement and help-seeking	Shared expectations, inclusion, embracing new routines.	Culture-setting. Leadership. Respect in school and the wider community.	Values launch; routine introduction/reset; class charters; regulation check-ins, Eco Club initiatives; Golden Spoon Award; JRSOs
Autumn Term 2	Taking turns, caring for resources, trying something new	Friendship, co-operation, challenge and mistakes	Respectful disagreement, feedback and suitable challenge	Respectful critique. In-person and online choices. Group challenge	Anti-bullying learning; role play; celebration of effort
Spring Term 1	Naming feelings and calming with an adult	Safe choices and asking for help	Knowledge of different strategies. Restorative questions	Self-regulation, assertiveness and supporting peers safely	Regulation strategy refresh; pupil voice; play and lunchtime focus
Spring Term 2	Joining in, simple choices and confidence to speak	Contribution, joint responsibility for the classroom, knowing right from wrong.	Sharing opinions. Independence. Embracing new challenges	Leadership, challenging unkind words and behaviour.	Speaking and listening; leadership roles; community contribution
Summer Term 1	Coping with small changes and trying again	Perseverance, problem-solving and healthy friendships	Conflict resolution and repair	Sustained challenge, accountability and restorative conversations.	Restorative practice; team projects; Lunch Buddies; Sports Day
Summer Term 2	Pride, celebration and preparing for change	Reflection, transition and applying values in new contexts	Evaluation, transition goals. Supportive friendships.	Secondary transition and self-advocacy.	Transition visits; Crucial Crew; Y6 leavers assembly

Strategies for teaching and modelling the behaviour curriculum

- Teach one behaviour at a time: define it, explain why it matters, model examples and non-examples, practise, give feedback and revisit.
- Use multimodal learning including spoken explanation, visuals, gesture, demonstration, stories, role play and practical rehearsal.
- Use a stage-not-age approach. Revisit earlier progression statements without stigma when a pupil needs more explicit teaching.
- Prepare pupils for less predictable contexts by teaching expectations before playtimes, lunch, assemblies, visitors, trips and online activity.
- Recognise positive behaviour through specific praise, messages home, stickers, class-based rewards and sharing success with other staff.
- Respond to difficulties consistently through redirection, reminder, second warning, proportionate sanction when required, repair and follow-up.

Additional curriculum support

Some pupils will require additional support. This may take the form of:

- frequent rehearsal
- visual prompts
- movement breaks
- adjusted seating
- reduced language
- co-regulation
- social stories
- peer or buddy support
- intervention groups (i.e. Socially Speaking)

A graduated assess-plan-do-review approach will be used, with Learning Plan/EHCP provision and professional advice followed where applicable.

Shared Language

Value	EYFS and KS1 vocabulary	KS2 vocabulary	Universal signals and non-verbal cues
Respect	Kindness, care, listen, share, fair, space, gentle, include	Acceptance, appreciation, dignity, equality, equity, boundaries, tolerance, inclusion	Open hand for stop, calm raised hand
Challenge	Have a go, try, think, question, improve, mistake, effort	Ambition, curiosity, critique, strategy, feedback, productive struggle, aspiration	'Have a go' gesture, thinking pause
Resilience	Try again, brave, calm, breathe, help, strong, keep going	Perseverance, regulation, flexibility, recovery, endurance, adaptation, restoration	Regulation check-in, breathing cue, agreed help card
Confidence	Speak, join in, choose, proud, safe, trusted adult, ask	Assertiveness, self-belief, responsibility, independence, advocacy, leadership	Thumb-to-chest then open palm, trusted-adult card

Adult scripts

- "I've noticed... The expectation is... Show me when you are ready."

- “I wonder if you need help to regulate before we solve this.”
- “Remember our value of respect. What would respectful listening look like now?”
- “You have a choice: begin here independently, or start with me.”
- “What happened? Who has been affected? What can we do to put things right?”
- “Thank you for repairing. Let’s plan how you will re-join learning.”

How home can help

- Use the same value words: respect, challenge, resilience and confidence.
- Praise the specific behaviour, effort or repair rather than using general praise alone.
- Discuss regulation strategies that work at home and share useful information with school.
- Support consistent routines for attendance, sleep, preparation and punctuality.
- Ask restorative questions after difficulties: What happened? Who was affected? How can it be put right?
- Encourage children to speak to a trusted adult about friendship, bullying, online concerns or safety.
- Work positively with staff to review support and reasonable adjustments.
- Celebrate progress and reinforce that mistakes can be repaired and learned from.

Behaviour Curriculum at a Glance

Area	Agreed approach
Our values	Respect Challenge Resilience Confidence
Rights and expectations	Everyone has the right to feel safe. Everyone has the right to learn. Everyone has the right to do their job.
Teach and embed	Explain • Model • Practise • Notice • Correct • Revisit Pre-correct before transitions and changes Use multimodal and stage-not-age teaching
Positive recognition	Specific praise Values certificates (Friday assembly) Messages home Stickers and class rewards Share success with staff and families
Calm response	1 Redirection 2 Reminder 3 Second warning 4 Proportionate sanction 5 Repair 6 Follow-up
Restorative questions	What happened? Who has been affected? How did this make others feel? What should we do to put things right? How can we do things differently next time?
Regulation and inclusion	Zones of Regulation Co-regulation and take-up time Reasonable adjustments Graduated approach EHCP and Learning Plan provision

Monitoring, Review and Impact

Leaders, staff and governors will review behaviour patterns, attendance, engagement, achievement, pupil and parent voice, and recorded incidents to identify strengths and priorities. Review will consider school, group and individual needs, the consistency of adult practice, the impact of reasonable adjustments and whether the curriculum is improving safety, belonging and access to learning.

- Termly review of curriculum coverage and identified reteaching priorities.
- Sampling of pupil voice to ascertain understanding across phases and groups.
- Professional dialogue, learning walks and staff development focused on consistency.
- Review of positive recognition and behaviour information using an objective approach, allowing for multiple perspectives.
- Annual review and refinement of the behaviour curriculum.