

Behaviour Curriculum

2025-26

Introduction

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows:

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

The behaviour expected of pupils at William Murdoch Primary School is explicitly taught to them through the behaviour curriculum, which has been influenced by both 'The Michaela Way' and 'The Stanley Road Way'. The behaviours we expect are clearly and concisely defined, and taught to pupils in a way that ensures they remember them. Learning these defined behaviours will contribute to the pupils at William Murdoch developing into polite and respectful individuals. As the pupils put their learning into practice around the school, the behaviours expected will become habitual, which in turn will positively impact how pupils feel about themselves.

Teaching the Behaviour Curriculum

Every member of staff knows the behaviour curriculum in detail and is therefore able to teach it explicitly to pupils and continuously maintain the high standards that are set through it. By communicating, practicing and maintaining the expectations within the behaviour curriculum, a culture is created whereby pupils feel safe and are able to learn in an optimised environment, where teachers are free to teach unimpeded.

The behaviour curriculum is taught explicitly, and in full, in every classroom during the first several days of the Autumn Term, with that teaching complemented by a whole school assembly overviewing and reinforcing the key messages. At the start of the Spring and Summer Terms, the behaviour curriculum is revisited with pupils so their knowledge can be consolidated. The behaviour curriculum will also continue to be reinforced throughout the year as and when appropriate, including through whole school assemblies.

As with all other lessons, the behaviour curriculum is taught using explicit teaching based on Barak Rosenshine's 'Principles of Instruction', which include the use of regular, low-stakes quizzing to check and strengthen retention. The individual behaviour curriculum lessons are presented to pupils using flipcharts, which include all of the lesson elements used across the standard curriculum lessons.

On a daily basis, all staff demonstrate and model these expected behaviours and ensure pupils have regular opportunities to practise them, particularly in the first few days of each term. For example, lining up in register order should be taught and practised in the classroom, as well as being reinforced whenever appropriate across different locations and times throughout the school day.

It is expected that all pupils will know the behaviour curriculum, and what is expected of them in school. They will in turn be able to explain to members of staff, on occasions when they fall short of those expectations, how and why they have done so, therefore taking ownership and responsibility for their behaviour.

Behaviour Curriculum Lesson 1- School Expectations

OUR SCHOOL EXPECTATIONS

KO: To know 'Our School Expectations', and examples for each one.

Pupils should be taught that there are five school expectations known as 'Our School Expectations'. These expectations are displayed in every classroom and in the Upper School hall.

These are:

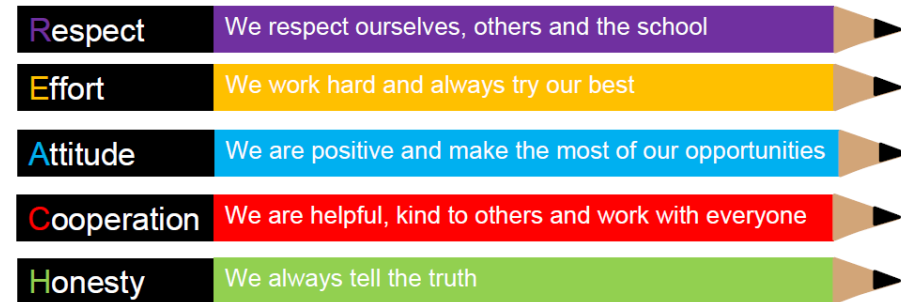
Respect- We respect ourselves, others and the school

Effort- We work hard and always try our best

Attitude- We are positive and make the most of our opportunities

Cooperation- We are helpful, kind to others and work with everyone

Honesty- We always tell the truth



Know the following examples of the five expectations:

Respect	Effort	Attitude	Cooperation	Honesty
Say please and thank you	Work hard on the tasks you are given	Come into school every day ready to learn	Listen carefully to your teacher at all times	Accept responsibility if you make a mistake and say sorry
Hold doors open for adults	Work in silence on your tasks, unless you are told otherwise	Have what you need with you for the school day	Look at the adult when they are talking to you	Tell the whole truth when you are asked to describe or explain something
Talk kindly to other pupils		Complete your homework and projects on time	Put your hand up if you would like to speak, or need help	
Say good morning and afternoon to adults when you see them around school			Stay in your seat unless you have been given permission to move	

Behaviour Curriculum Lesson 2- Moving Around The School Building

KO: To know how to move around the school building safely and not disturb those who are learning.

Pupils should be taught:

- That because of the 'group' system in place, they must move around the school in silence.
- That moving around the school building in silence is respectful to pupils who are still in their lessons.
- That other pupils move around the school in silence out of respect for them.
- All of the occasions that this expectation is in place for (this will be specific for their context).
- That they should walk around the school building to keep themselves and others safe.

The 'Group' System	Being Respectful	When and Where	Keeping Safe
<ul style="list-style-type: none"> • The Group A and B system runs in school, meaning that every time a pupil walks around the school, other pupils are still in their lessons, learning. • This means that 'Silent Corridors' are in place so that those pupils can learn without being disturbed. 	<ul style="list-style-type: none"> • Walking around the school building without talking is a mark of respect to those who are still in their classrooms learning, and a sign of respect towards the importance of learning. • Respect is one of 'Our School Expectations', and we require every pupil to meet those expectations on a daily basis. • Pupils who are in class are being shown respect by those walking around the school building; they should show that same respect back when they are the ones walking through the building. 	<ul style="list-style-type: none"> • Every time a pupil is outside of their classroom, but inside the school building, they should be silent. This includes: <ul style="list-style-type: none"> • Walking into the school building in the morning, after break and after lunch. • Walking out of the school building before break, before lunch and at the end of the day. • When walking to another classroom for a lesson, such as the ICT suite or hall. • When walking into and out of assemblies. • If and when they walk to their locker. • If and when they walk to the toilet. 	<ul style="list-style-type: none"> • Without exception, pupils should walk around the school building, never run. • This rule is in place to ensure that they, and others are safe. • There are some tight corners in school, and lots of doors; if a pupil is running, it endangers themselves and others. • When pupils are walking through school in groups or as a class, they should walk behind the person in front of them, never next to them. This allows other pupils to pass them safely on the other side of the corridor. • Pupils should always walk to the left-hand side of a corridor or stairwell; this will help to ensure everyone is safe. • Pupils should always walk with their eyes facing forwards to avoid tripping over or walking into something.

Behaviour Curriculum Lesson 3- Classroom Routines

KO: To know how to behave in the classroom and ensure no learning time is lost.

Pupils should be taught:

- **How to enter the classroom-** pupils should walk into their classroom in silence and straight away sit down at their desks.
- **How and when to move around the classroom-** pupils should not leave their seat without the permission of the teacher.
- **How to line up in the classroom-** pupils should be lined up one row at a time, getting themselves into register order without talking. They should be facing forwards and standing directly behind the person in front of them in the line.
- **How to sit and listen to the teacher-** pupils should sit up straight, facing forwards in their chair with two feet on the floor and their hands on their desks, unless they are turning to listen to someone speaking behind them. Pupils should not be holding anything in their hands.
- **How to answer or ask a question, take part in a discussion or ask for help-** pupils will usually be cold-called to answer questions, so do not need to raise their hands unless asked to. If a pupil would like to ask a question or offer their thoughts in a discussion, they should put their hand straight up in the air and wait to be asked to speak by the teacher. Under no circumstances should a pupil be permitted to shout out or interrupt someone else when they are talking. Pupils are expected to answer in full sentences.
- **How to pay full attention to whoever is speaking in the classroom-** pupils should always track the teacher around the classroom when they are speaking. Pupils should also turn to face their peers when they are speaking. Pupils should never interrupt someone when they are speaking, and wait until that person has finished before putting their hand up if they wish to contribute further.
- **How to use their desk-** pupils should only open their desk with the permission of the teacher. When pupils close their desk, they should do so without it making a sound. Pupils' desks should be tidy and organised so resources can be found efficiently. A weekly desk check will take place, accompanied by spot checks at different times. If a pupil's desk is not tidy and organised, they should stay in at the next break or lunch time to tidy it.
- **How to organise resources on desks-** only resources needed for each point of the lesson should be out on pupil desks. When pencils, pens or whiteboard pens are not being used, they should be placed in the ridges at the top of the desks, or at the top of desks without ridges. Once a resource is no longer needed in a lesson, they should be placed back in the pupil's desk.
- **How to show the teacher their mini white board-** when pupils are showing their answers on their mini white board, they should hold it still with two hands underneath their chin, with the bottom of the board resting on the desk.
- **How to use the appropriate voice depending on the activity they are doing-** when pupils are speaking to the whole class, they should project their voice so everyone in the room can hear them, but without shouting. They should keep their hands away from their mouths and face when talking. When pupils are talking to their talk partner, they should use a quiet voice, which only the person they are talking to should be able to hear. This is so everyone in the room is able to listen to what their talk partner is saying.
- **How to give out and collect in resources and books-** if resources need to be given out, they should be given to the first person on each row, who takes one and passes the rest on. If resources need to be collected in, the final person in the row should pass their resource onto the next person and so forth, until the first person in the row has all of the resources, which can then be collected by the teacher. This should always be done in silence to minimise disruption during transitions.

Behaviour Curriculum Lesson 4- Behaviour Outside

KO: To know how to behave outside the school building so everyone remains safe and enjoys their breaktime.

Pupils should be taught:

- **How to play safely and that 'play-fighting' is not allowed-** pupils are not allowed to 'play-fight' as someone could accidentally get hurt. 'Play-fighting' can also sometimes become more serious as often an individual takes things too far. Pupils should play safely, with no pushing or shoving, whilst keeping their hands to themselves. If pupils are playing football or basketball and someone accidentally trips over, the other person involved should say sorry and help them back to their feet. There should be no pushing during sport games.
- **What to do if there is a disagreement on the playground-** if there is a disagreement on the playground between two or more pupils, including during games of football or basketball, then the individuals involved should calmly try to resolve the situation without shouting. If the situation cannot be resolved, they should walk over to the adult on duty and explain what has happened. That adult will then make a final decision, which all pupils involved will accept straight away.
- **Why it is important to allow everyone to take part in games-** it is kind to let others join in with games. We do not want anyone to feel excluded or isolated in school, and allowing others to take part in games will help to make them feel included and happy in school. Pupils should never stop someone else from joining in with their games.
- **That the equipment is for everybody and should be shared-** break and lunch equipment is kept in the hut in boxes for each year group. At break time, only the assigned monitors are allowed into the hut to collect the box for their year group, and put it back at the of break. When collecting the box at break time, no equipment from another year group's box should be taken. No one else is allowed to enter the hut. At lunchtime, no pupil is allowed in the hut and the lunchtime supervisor on duty will collect and put back the box. The equipment is for everyone to use and no one should be excluded from using it. If someone else is using some equipment that you would like to use, ask them politely if you could have it when they are finished. That pupil should then give them the equipment when they have finished. It is polite, kind and respectful to give them the equipment after another 5 minutes.
- **What to do when the bell or whistle goes to signal the end of breaktime-** at the end of break time, the teacher on duty will ring a bell to signify the end of break. At the end of lunchtime, a monitor will ring a bell to signify the end of lunch. At this point every pupil should stand still and stop what they are doing. If they have equipment with them, they should hold it still- this includes picking up footballs and basketballs. The teacher will then tell one class at a time to line up. At that point, pupils will walk to their spot for lining up, and do so in register order. Any pupils with equipment should return it the box and then line up. Pupils should remain in their line, in register order, until their teacher comes to collect them from the playground.
- **How to walk back into the school building at the end of break and lunch-** pupils should walk back into the school building as outlined in Lesson 2: in their lines, in register order, in silence.

Behaviour Curriculum Lesson 5- Manners & Kindness

KO: To know how to show kindness and good manners.

Pupils should be taught:

- Why it is important to be kind.
- What being kind looks like.
- Why it is important to show good manners to everyone.
- Examples of how to show good manners.

Kindness & Good Manners		
Why are they important?	<p>Kindness and good manners must be taught by parents and teachers and learnt by pupils</p> <p>Over time they will become a habit, and habits become our character</p>	
	Kindness	Good Manners
Examples	<ul style="list-style-type: none"> • Asking someone if they are ok if they trip or fall • Asking someone if they would like to join in with your game • Not dropping litter onto the floor • Picking up litter from the floor and putting it in the bin • Offering help to someone who is finding something difficult 	<ul style="list-style-type: none"> • Saying “thank you” when you receive something or someone does something for you • Saying “please” when you are asking for something • Holding a door open for adults and letting them walk through before you do- this is a sign of respect • Saying “good morning” or “good afternoon” when you see an adult • Saying “excuse me” if you need to passed someone • Use “Sir” and “Miss” when talking to adults • If you are sent to another classroom, knock on the door once and then wait for the teacher to speak to you

Behaviour Curriculum Lesson 6- Rewards & Consequences

KO: To know that positive behaviour will lead to rewards, and negative behaviour will have consequences.

Pupils should be taught:

- That everyone will be treated equally and fairly- **members of staff must be consistent with rewards and consequences.**
- The actions and behaviour that will lead to rewards.
- How they will be rewarded for positive actions and behaviours- **members of staff should carry a house point sticker sheet.**
- The actions and behaviours that will lead to consequences- **these are outlined on the Behaviour Ladder.**
- What the consequences are for negative behaviour- **these are initially outlined on the Behaviour Ladder.**

Positive Behaviour & Rewards

What actions and behaviours lead to rewards?	What are the rewards for positive actions and behaviours?
<ul style="list-style-type: none"> • Any action which exhibits one of the school expectations can lead to a reward (respect, effort, attitude, cooperation, honesty). • Any display of kindness towards an adult or pupil can lead to a reward. • Any display of good manners can lead to a reward. 	<ul style="list-style-type: none"> • Pupils can be awarded house points for displaying any positive action or behaviour- this can be done by any member of staff. • Pupils can spend their accumulated house points at the house point shop. • Pupils can be awarded good work stickers, which in turn lead to certificates being awarded.

Negative Behaviour and Consequences

What actions and behaviours lead to consequences?	What are the consequences for negative actions and behaviours?
<ul style="list-style-type: none"> • Any negative action or behaviour listed on the Behaviour Ladder will lead to a consequence. • Any display of rudeness to a member of staff or pupil will lead to a consequence. • Any other negative action or behaviour which goes against the content of the Behaviour Curriculum will lead to a consequence. 	<ul style="list-style-type: none"> • Yellow and red cards will be given for negative actions or behaviours, according to the Behaviour Ladder. • Yellow cards mean that pupils miss 5 minutes of their break time. • Red cards mean that pupils miss the whole of their break time. • If negative actions or behaviours persist, or if the action or behaviour was serious enough, parents will be informed. • If negative actions or behaviours continue to persist, pupils may be put on behaviour report. • Negative actions or behaviours are recorded and will stay on a pupil's record for their entire time in school.

Behaviour Curriculum Lesson 7- Bullying (including online)

KO: To know what bullying is, as well as the damage it can cause to others.

Pupils should be taught:

- What bullying is- **repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.**
- That any form of bullying is completely unacceptable, and will lead to serious consequences.
- That everyone in school, adults and children, have a responsibility to ensure that bullying does not take place.
- That if they feel that they, or someone they know, is being bullied, they must tell an adult immediately.
- That they will be listened to- every adult in school will listen to their concerns and make sure that they are dealt with quickly.
- That there is no such thing as snitching- they are always best to tell an adult.
- The short and long-term damage bullying can cause to others.

Suggested Resources:

- EYFS/KS1: The Ugly Duckling (<https://www.youtube.com/watch?v=wJwfPI4X5-Q>)
- Y1-Y3: <https://www.bbc.co.uk/bitesize/topics/zhfdjsg/articles/zj9h6g8>
- Y4-Y6: Jake's Story (<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382>)

Important Notes for Staff

- Know, practise, monitor and reinforce the Behaviour Curriculum.
- Each lesson of the Behaviour Curriculum must be taught, in full, during the first several days of each academic year.
- They will then be reinforced on the first day of each half-term, both in class and in an assembly.
- **“Make it easy to behave well, and hard to get it wrong.”** (Running the Room, Tom Bennett). Behaving well needs to be made obvious through clear expectations and direct teaching. Behaving well also needs to be made habitual through getting them to do it so often that it becomes normal, and therefore the default behaviour.
- **“Consistency is the foundation of all habits, Practise makes perfect. Perfect practice is better. Habits only last as long as they are performed. As soon as we stop practising, we start to lose that habit.”** (Running the Room, Tom Bennett). Routines that require practice, such as lining up, should be rehearsed regularly and reinforced until they are habitual.
- The standards and expectations outlined in the Behaviour Curriculum must be monitored and maintained by everyone at all times- this includes for pupils who are not in your class. As guided by the DfE’s ‘Behaviour in Schools’ document (July 2022), **“when a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy...it is important that staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.”**
- Whenever a member of staff speaks to a pupil about a misbehaviour, it is vital that they are explicitly told what they have done wrong, with reference to the Behaviour Curriculum where possible. Narrate the behaviour and explain why it is that they cannot behave in that way.
- As guided by the DfE’s ‘Behaviour in Schools’ document (July 2022), **“pupils will be asked about their experience of behaviour and provide feedback on the school’s behaviour culture”**. This will be done on a termly basis, with findings shared with staff accordingly.