# (School Name) Behaviour Curriculum

## Rationale for a Behaviour Curriculum

**Recent government guidance has emphasised the need for schools to develop a behaviour curriculum. There is an inseparable link between teaching and learning and behaviour. To help children and young people succeed we believe that we, as educators, must *teach* rather than *tell*. As a result, our ‘Behaviour Curriculum’ goes beyond the behaviour policy, it identifies the behaviour and skills we expect each child to master at each age and stage. This curriculum defines each skill and how it can be taught, including the methodology for monitoring and recognising progress. Where there are identified gaps planned interventions will be used to close these gaps; these interventions will be age and stage appropriate.**

### Behaviour in Schools (DfE, September 2022)

The non-statutory government guidance published in September 2022 states:

*Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place* ([Behaviour in Schools 2022](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf), p5)

*This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited* ([Behaviour in Schools 2022](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf), p10).

**We value pro-social behaviour; therefore, these are to be explicitly taught. This curriculum defines the valued behaviours, the learning objectives, how they can be taught, and the expected points of progress by which developing gaps can be identified.**

### Mental Health and Behaviour in Schools (DfE, November 2018)

This non-statutory advice aims to help schools to support pupils whose mental health problems manifest themselves in behaviour.

Recommendations include:

***Prevention****: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos* ([Mental Health and Behaviour in Schools 2018](https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf), p6)

*This can include teaching through curriculum subjects such as relationships education, relationship and sex education, health education or PSHE; counselling; positive classroom management; developing social skills; working with parents/carers; or peer support.* ([Mental Health and Behaviour in Schools 2018](https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf), p9)

**We believe that promoting good mental health and wellbeing for all pupils enables greater resilience. As a result, our curriculum reflects our approach to mental health and behaviour. This can also be seen through the value and importance we place on high quality learning environments and the broader culture and ethos our setting.**

### The trainee teacher behavioural toolkit: a summary (DfE, November 2019)

[This document](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary) is a summary of two projects: the [Carter Review of Initial Teacher Training](https://assets.publishing.service.gov.uk/media/5a7d63c3ed915d2d2ac08a94/Carter_Review.pdf) and a [subsequent report](https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf) commissioned to locate the features of successful school cultures and classrooms. It summarises:

*Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils.*

*Behaviour management should be seen as a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.*

### Mental Health and Wellbeing in Schools Report (Children and Young People’s Mental Health Coalition, June 2023)

This report is the result of a year-long inquiry exploring the links between mental health and behaviour and the impact of school behavioural policies on children and young people to understand what can be done to improve the approaches to behaviour and mental health in schools. One of the recommendations made in the report is *Schools should explore how to integrate mental health and wellbeing within the school curriculum and take steps to embed a whole school approach to mental health and wellbeing, so that it forms a central part of the school culture* ([Behaviour and Mental Health in Schools Report](https://cypmhc.org.uk/wp-content/uploads/2023/06/Behaviour-and-Mental-Health-in-Schools-Full-Report.pdf), p11).

**We support our Behaviour Curriculum with the use of Therapeutic Thinking. This approach ensures that staff are trained to support children whose emotional wellbeing is affecting their engagement with education. Therapeutic Thinking is a philosophy that highlights the importance of consistency and models the teaching needed to create internal discipline leading to behaviour change rather than imposing external discipline resulting in behaviour suppression. It provides a graduated approach, through person-centred analytical tools to explore, consider and understand the causes of poor emotional wellbeing, resulting in adaptations to de-escalate a situation before a crisis occurs.**

## Our Valued Behaviours and linked Learning Objectives

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| **Valued behaviour** | **Learning objectives (Children will be learning to…)** | **Age / Stage** | **Learning Stage**  **(Modelling / Scaffolding / Independence / Generalisation)** | **Activities** |
| **E.g.**  **Regular attendance** |  |  |  |  |
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| **E.g.**  **Following routines and patterns within school** |  |  |  |  |
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| **E.g.**  **Responsibility and self-control** |  |  |  |  |
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| **E.g.**  **Organisation** |  |  |  |  |
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| **E.g.**  **Engaged learning** |  |  |  |  |
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| **E.g.**  **Participating, contributing and collaboratitng** |  |  |  |  |
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| **E.g.**  **Negotiation and compromise** |  |  |  |  |
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| **E.g.**  **Inclusion, tolerance and understanding** |  |  |  |  |
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| **E.g.**  **Non-aggressive Conflict Resolution** |  |  |  |  |
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| **E.g.**  **Interacting and collaborating with staff and peers** |  |  |  |  |
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| **E.g.**  **Compromise individual agendas for the benefit of shared goals** |  |  |  |  |
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| **E.g.**  **Respect and value the contribution of others** |  |  |  |  |
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| **E.g.**  **Resilience** |  |  |  |  |
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| **E.g.**  **Keeping safe / personal safety** |  |  |  |  |
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| **E.g.**  **Kindness** |  |  |  |  |
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| **E.g.**  **Understanding risk** |  |  |  |  |
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| **E.g.**  **Respect for the environment** |  |  |  |  |
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| **E.g.**  **Perseverance** |  |  |  |  |
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| **E.g.**  **Reconciliation and forgiveness** |  |  |  |  |
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