

Behaviour Curriculum 2025-26

Regents Park Community Primary School

“Together, we learn, grow and thrive.”

Introduction

At Regents Park, we believe in helping children achieve their best through good behaviour. We are committed to nurturing pupils who grow into adults that are polite, respectful, grateful, and considerate of others. The Behaviour Curriculum is explicitly taught alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it.

We believe that pupils should play an active role in shaping the culture of our school. Through the School Council, pupil surveys and peer-led initiatives such as Play Leaders and Peer Mediators, children are given opportunities to contribute ideas, model positive behaviour, and support one another. This ensures that our Behaviour Curriculum is not only taught but also lived and reinforced by pupils themselves.

This Behaviour Policy draws on national guidance and research, including the Education Endowment Foundation's findings that structured routines, positive reinforcement, and restorative approaches have the greatest impact on behaviour and learning. By embedding these evidence-based strategies, we ensure that behaviour management is consistent, fair, and rooted in best practice.

We expect all adults to:

- Know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set.
- Meet and greet pupils every morning
- Have high expectations for behaviour. Low level incidents will be dealt with immediately
- Have good routines in place
- Model positive relationships and build relationships
- Focus on positive behaviours and use sanctions as a last resort
- Be consistent with rewards and sanctions
- Remain calm and use de-escalation strategies when dealing with challenging behaviour
- Plan lessons that engage, challenge and meet the needs of all learners

School Values

The school values will be promoted by all members of the school community. Every week there will be a value to focus on and links will be made during assemblies, PSHE, RSE and RE sessions. Teaching staff will make explicit reference to the values when referring to behaviour and behaviour for learning.

★ **Ambition:** We aim high, work hard and believe we can achieve anything.

□ **Integrity:** We do the right thing, even when no one is watching.

☞ **Belonging:** Everyone belongs here. We include others and make our school a community.

Adaptations to the Behaviour Curriculum

This curriculum is for all pupils, but how it is taught will vary depending on age and individual needs. Pupils with SEND, such as those with autism, may find some behaviours such as making eye contact - difficult or uncomfortable. Teachers should always be sensitive and adapt their approach to meet each pupil's needs while teaching behaviour expectations.

Behaviour Curriculum Content

This is covered in depth in Autumn and then revisited throughout the year.

At Regents Park, we aim to promote positive attitudes and respect through our 3 core aims:

- **Be Ready to learn**
- **Be Respectful**
- **Be Responsible**

Be ready to learn	Be respectful	Be responsible
Being engaged in lessons Listening carefully to the teacher Giving the teacher 100% of your attention	Say please and thank you Hold doors open for members of the school community Talk kindly to pupils and adults	Completing homework on time Tidying up your workspace and the classroom Taking care of playground equipment

Working hard on tasks given Wearing correct uniform/PE kit	Greeting each other (good morning/afternoon) Show respect towards each other inside and outside of the classroom i.e. playtimes, assemblies and trips	Accepting responsibility if you make a mistake and saying sorry
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Moving Around School

- We expect pupils to walk around school using Fantastic Walking.
- Fantastic Walking means:
- Facing forwards, walking at a steady pace, in a straight line, with hands by your side, without talking.
- We expect pupils to know that when they move around school, they walk on the left of the corridor.
- We expect pupils to use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around the school.

Classroom routines

- We expect pupils to use Fantastic Listening in class.
- This means that we use: STAR.
- S: Sit up straight.
- T: Track the speaker.
- A: Ask and answer questions.
- R: Respect yourself and others.
- We expect pupils to use Fantastic Listening to ensure everybody can learn without distractions.
- We use the 'Signal Pause Insist' strategy to gain the children's attention.
- The hand is raised by the adult which signals to the children to stop what they are doing and listen.

Lining up

- We expect pupils to know the order in which they always line up.
- We expect pupils to know who they stand in front of and who is behind them.
- We expect pupils to line up without leaning against the walls while moving around the school.
- We expect pupils to know the routine for entering the classroom and getting ready to work.
- We expect pupils to know where they sit in class during lessons (including 'carpet places').
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Manners

- We expect pupils to know that you should let any waiting adults through a doorway before walking through yourself
- We expect pupils to know that it is polite to give eye contact to the person you are talking to.
- We expect pupils to know that it is important to show gratitude to others by thanking people for what they have done for you.
- We expect pupils to know that it is important to have good manners so that people act politely back to you.

Playtime and Lunchtime Behaviour

- We expect pupils to walk from their classroom to the playground using 'Fantastic Walking'.
- We expect them to play safely without hurting anyone.
- We expect pupils to be kind, by including people in their games and sharing equipment.
- We expect pupils to know that someone who is kind behaves in a gentle, caring, and helpful way towards other people
- We expect pupils to know that when the bell rings at the end of lunchtime, classes should wait to be called before lining up.
- We expect pupils to line up in the correct line order.
- We expect pupils to use a quiet voice in the dinner hall.
- We expect pupils to know that they finish what they are eating before leaving their seat.
- We expect pupils to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunchtime supervisors.
- We expect pupils to know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

End of the day routine

- We expect pupils to stay in a straight line while walking across the playground until they reach their lining up point on the playground.
- We expect pupils to know that they must stand in front of the teacher at the meeting point.
- We expect pupils to know that they must not go home until the teacher has checked that the correct adult is picking them up.
- We expect pupils to know that these procedures are put in place to keep all children safe at hometime.

School trips

- We expect pupils to know that our school rules apply when you are on a school trip.
- We expect pupils to know that they should not run or shout in public.
- We expect pupils to always use good manners.
- We expect pupils to know that they should use your normal voice volume on the coach to talk to people near them – they should not shout across the coach to people who are sitting far away
- We expect pupils to know that they must wear their seatbelt while the coach is moving.

Assembly

- We expect pupils to use Fantastic Walking to enter and leave the assembly hall in silence.
- We expect pupils to know that they sit with their legs crossed and hands in their lap throughout the assembly.
- We expect pupils use Fantastic Listening in the same way you do in the classroom.

Preventing Bullying

We expect pupils to know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens repeatedly
- Can be physical, verbal, and emotional
- Understand that bullying can be indirect i.e. leaving people out of groups or games,
- Talking about someone behind their back,
- Standing by and watching someone get bullied without letting an adult know.
- Know that if this happens online, it is called cyberbullying. Know that if you think you are being bullied you should tell an adult.
- Know that if they think someone is being bullied they should tell an adult. Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Regents Park Community Primary School.
(Please refer to the school's Anti-bullying policy)

Rewards, Praise and Celebrations

We recognise and reward learners who go 'over and beyond' our standards through a variety of ways:

- Personal praise and the use of 'well done' to acknowledge positive behaviour and attitude, and as a tool to modify less desirable behaviour.
- Class Dojos rewarded to children when displaying behaviour linked to the three core aims.
- **Class Dojo awards:**
Bronze Award: 30 Dojo points to achieve the class teacher award.
Silver Award: 80 Dojo points to achieve the AHT award.
Gold Award: 150 Dojo points to achieve the HT/DHT award
- Postcards will be sent home to acknowledge good effort and attitude
- Weekly celebration assembly: Headteacher awards special certificate to children who have demonstrated the core values. Parents/carers are invited to celebrate the achievements of their child
- Values badges linked to respect, responsible and ready
- Half termly Gold Celebration assembly award
- Recognition board – acknowledging pupils that are consistently making good choices and pupils who have gone over and beyond' the expected standard. This will be done by writing children's names on the board.
- Lunchtime rewards: Lunchtime supervisors will award stickers to pupils demonstrating good behaviour and they can be added to the Recognition board.
- Class rewards: Within each class, a collective, class reward can be earned to help develop teamwork and collaboration. Each phase will need to be consistent in their choice of this e.g. table points, cubes in a jar.

Regents Park Consequence flow chart

Stage 1a - Redirection

Positive reinforcement of other children around them "X thank you for sitting so beautifully.
A visual cue to the child that you want them to make a good choice this could include

- A 'look'
- A visual point to what you expect



Stage 1b - Reminder

A reminder of the expectations **Ready, Respectful, Responsible** delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. Praise them when they positively change their behaviour, acknowledging the positive change.



Stage 1c - Warning

If the behaviour persists:

- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices
- Praise them when they positively change their behaviour, acknowledging the positive change.



Stage 2 - Consequence

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed they will miss part of their playtime.
- Again they are reminded of their previous conduct/attitude/learning.
- Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a space in the classroom to reflect on their behaviour. (3-5mins in general should be enough)
- Child will miss part of their playtime – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
- If a child misses part of their playtime, the adult is responsible for logging the incident on Arbor and parents will be informed



Stage 3 – Time out

If the behaviour persists:

- The learner will be asked to go to partner class for 5-10 minutes with a Time Out reflection sheet
- If work is not completed, they will need to complete at lunchtime.
- Child will also need to miss part of their lunchtime with a member of Leadership Team where Restorative questioning will take place
- Class teacher will record on Arbor and parents will be informed



Stage 4 – Serious incidents

SLT will need to be informed of incidents that involve physical aggression and verbal, racism, bullying, including cyberbullying, prejudice-based and discriminatory bullying, and deliberate damage to school property. Parents will need to be informed of the perpetrator and victim. SLT will decide on appropriate consequences and all incidents will be recorded on Arbor and My Concern.

Each class will have a 'Red Hand' and should be used in circumstances where a member of staff requires urgent assistance. The red hand card can be sent to the main office, Head teacher or the Leadership room if urgent assistance is required. Staff should be reminded that they should ensure their own safety as well as the safety of the other children when dealing with serious behavioural situations.

Depending on the severity of the behaviours shown, the consequence may be a fixed term suspension and in serious cases, a permanent exclusion. This decision will be made by the headteacher or the deputy in her absence.

Children with special needs or sensory processing difficulties may require reasonable adjustments made. Give them reassurance, time and a safe space to re-adjust to school routines.



Stage 5 – Suspensions and Exclusions

This section of our policy is aligned with the Department for Education's guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022). Decisions on suspension or exclusion will always be made in line with this statutory guidance, taking into account the principles of fairness, proportionality, and safeguarding.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. In the event of a serious incident, the headteacher may consider a suspension to be an appropriate consequence. School need to consider the safety of the community as well as consider deterrence for extreme behaviours. When a child returns from a period of suspension, a reintegration meeting is held which may include the child, parents, teachers, SENDCo and member of the SLT. The purpose of such a meeting is to reintegrate children back into school by addressing any unresolved issues and rebuilding trust. Headteachers can use permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Suspensions and Exclusions are always as a last resort.

Use of reasonable force

The school reserves the right to use reasonable force to help prevent a child from hurting themselves or others, from damaging property, from causing disorder, or in circumstances where a child is refusing to follow reasonable instructions made by an adult.

Teachers and Teaching Assistants at Regents Park Community Primary School are trained in Team Teach. Any new members of staff will receive Team Teach training as soon as it is reasonably possible.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

Effective until 31st March 2026:

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

Effective from 1st April 2026:

[Use of reasonable force and other restrictive interventions guidance](https://www.gov.uk/guidance/use-of-reasonable-force-and-other-restrictive-interventions-guidance)

Restorative practice

Restorative practice and questioning must be drawn on to gain an insight into behaviours, which will help pupils to evaluate their own behaviour so that better choices are made in future. Pupils need to feel listened to and given a chance to put their behaviour right.

What happened?

What were you thinking about at the time?

What have your thoughts been since the incident?

Who do you think has been affected by your actions? In what way were they affected?

What do you need to do now to make things right?

Supporting behaviour at lunchtime

Behaviour incidents should be managed at lunchtime in line with the policy. Lunchtime supervisors must promote positive behaviour through the use of praise and rewards. Children who are displaying low level behavioural issues should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents should be addressed by staff and referred to the **Senior Leader on duty**. All incidents will need to be recorded by Senior Lunchtime Supervisors or Pastoral teaching assistant.

Working with parents and external agencies

Parents and carers are key partners in supporting positive behaviour. We will share the Behaviour Curriculum with families at the start of the academic year, provide updates through newsletters, and hold parent information sessions where needed. By keeping parents fully informed, we strengthen the consistency between home and school, helping pupils to experience the same clear expectations in both environments.

If a child's behaviour begins to raise concerns, a meeting will be arranged promptly between the parents, the class teacher, and a member of the Senior Leadership Team (SLT) to agree on a supportive plan moving forward. Children with a SEND support plan for behaviour may be targeted for specific interventions through the Pastoral teaching assistant, a referral to the School Play Therapist or Compass Birmingham. For children with more complex behavioural or medical needs, the school may involve external professionals to provide additional support. These may include:

- Educational Psychologists
- Forward Thinking Birmingham
- Children's Services
- Community Paediatricians
- Attention Deficit and Hyperactivity Team
- Beacon Behaviour or COBs

Any information shared with these agencies will follow strict Data Protection guidelines, and referrals will only be made with parental consent.

Positive Handling and Reasonable force

Key staff at Regents Park Community Primary School have had the appropriate Team Teach Level training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. Parents will be informed of any incident where force or restraint has been used on their child.

Recording Incidents

- All staff will record behaviour incidents on Arbor and SLT will receive notifications of this. All serious concerns will also need to be recorded on My Concern
- All teaching staff will award 'Dojo' points for positive behaviours
- All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on Arbor and the Restraints book
- Lunchtime incidents will be recorded by Senior LTS or Pastoral TA on Arbor

Monitoring and evaluation

The Senior Leadership Team will monitor the effectiveness of this Behaviour Policy through regular analysis of behaviour logs, trends in positive rewards, and pupil, staff, and parent feedback. Outcomes will be shared with governors termly, and action plans will be updated where necessary. Success will be measured not only by a reduction in negative incidents but also by an increase in positive recognition and celebration of pupils who demonstrate our core values.

Links with other policies

This policy links to the following policies:

- Anti-Bullying policy
- Attendance policy
- Child protection and safeguarding policy
- Special Education Needs policy

Equal opportunities

Regents Park Community Primary School is committed to equality, diversity, and inclusion. In line with the Equality Act 2010, we do not tolerate discrimination, harassment, or victimisation of any kind. We take a proactive approach to anti-racism, cultural inclusion, and tackling prejudice-based incidents. Staff and pupils are supported to recognise, report, and respond to discriminatory behaviour, ensuring that every member of our school community feels safe, valued, and respected

Date policy agreed: December 2025

Policy review (When and by whom): September 2026

Head Teacher:	Date:
Governor: Ratified at GB meeting.	Date: