Behaviour Curriculum

November 2025

Purpose of our Behaviour Curriculum

The Behaviour Curriculum is part of our universal offer to all children. At Broomgrove Infant School, we believe that children learn best in a safe, happy and nurturing environment where positive behaviour is explicitly taught, modelled, and celebrated. We are committed to creating a whole school culture whereby a therapeutic approach to behaviour is of paramount importance. Behaviour is viewed as everything anyone says or does. A therapeutic approach focuses on working to understand a child's behaviour and provide appropriate support which may be sufficient to resolve an area(s) of concern. We understand the inseparable link between teaching, learning and behaviour. Valued behaviour in our school is key to academic achievement, and inseparable from safeguarding, the wellbeing of children and staff and all other aspects of learning. The cornerstone of our therapeutic approach is that it is owned and lived by the whole school community, including staff, children, parents and the school governors.

Aims of our Behaviour Curriculum

- To explicitly teach children the behaviours needed for learning and for life.
- To create a consistent, calm, and respectful culture across school.
- To support children in understanding their feelings and developing self-regulation from the earliest years.
- To encourage kindness, cooperation, and responsibility.
- To ensure that children know what is expected of them in different contexts (classroom, playground, dining hall, assemblies, trips).
- To prevent challenging behaviours through early intervention and therapeutic planning.

This statement describes our agreed practice

This statement describes our agreed practice in line with 'Therapeutic Thinking Essex Steps'. At Broomgrove Infant School, we use the terms valued and detrimental behaviour. Valued behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of others and benefits other people or society. Detrimental behaviour is behaviour that causes harm to an individual, the community or the environment. It is likely to cause injury, harassment alarm or distress. It is behaviour that violates the rights of others.

Code of Conduct and School Values

School Values
Friendship
Active
Motivated
Inclusive
Learning
You are loved

Children are explicitly taught about the school's core values. They are able to recite it and understand the meaning of the words. They are on display and visible throughout the school. Conversations regarding valued behaviour centre around the code of conduct and our core values. All staff are expected to use the core values as part of their restorative approach to support children developing valued behaviours. They will discuss the choices available to children, in language associated with the core values. We have a common approach, so that part-time staff, supply teachers and visiting teachers can be consistent. This means all children can fully understand our expectations as they move from class to class.

How is the Behaviour Curriculum delivered at Broomgrove Infant School?
Behaviour is taught, not assumed. We use a structured approach through:

- **Modelling**: Adults model valued behaviours at all times.
- **Practice**: Children practise routines and valued behaviours regularly
- **Reinforcement**: Staff positively reinforce valued behaviours through praise, recognition, and celebration.
- **Correction**: When behaviour falls short, staff use restorative conversations and re-teach expectations

We explicitly teach the children the following valued behaviours through a weekly whole school assembly, weekly class session or circle time:

1. Taking turns.
2. Sharing fairly with others.
3. Using kind words.
4. Listening when someone else is talking.
5. Including others in games.
6. Encouraging friends ("Well done!", "Good try").
7. Saying please and thank you.
8. Greeting others politely.
9. Playing fairly and by the rules.
10. Using gentle hands.
11. Talking about feelings appropriately.
12. Managing disappointment calmly.
13. Using strategies to calm down (e.g., breathing).

14. Accepting “no” or changes to plans.
15. Celebrating others’ achievements.
16. Saying sorry when mistakes are made.
17. Forgiving and moving on.
18. Trying again after mistakes.
19. Asking an adult for help if upset.
20. Showing pride in themselves and their work.
21. Listening carefully to instructions.
22. Putting up a hand before speaking.
23. Trying their best with tasks.
24. Asking for help when needed.
25. Staying on task without distractions.
26. Working quietly when asked.
27. Looking after books and equipment.
28. Completing work before moving on.
29. Having a go, even when unsure.
30. Celebrating their own progress.
31. Tidying up after activities.
32. Taking care of personal belongings.
33. Looking after classroom resources.

How is pro-social behaviour promoted?

All staff use valued behaviour management approaches, for example consistency, routines, prioritising valued behaviour and planning alternatives to detrimental behaviour, reward and positive reinforcement, feedback and recognition and comfort and forgiveness. These approaches aim to develop ‘internal discipline’ within our children whereby they participate, contribute and achieve and are controlled by an individual child’s motivation.

Whilst aiming to develop children’s ‘internal discipline’, we also recognise that children enjoy rewards. Children who follow our school ‘Code of Conduct and Core Values’ and demonstrated valued behaviours are recognised in a variety of ways. This may include:

• being congratulated (verbal praise)
• use of Recognition Boards
• being given stickers
• sharing achievements with adults outside of their classroom
• being awarded certificates positive notes or letters home
• positive phone calls home
• celebrating success with the Headteacher over a hot chocolate!

How we support pupils

Within our PSHE (Personal, Social, Health, Education) curriculum, we aim to give children the skills and confidence to:

• understand ‘right’ from ‘wrong’
• take responsibility for their actions
• understand that sometimes things do go ‘wrong’ and that in such instances, there is an obligation to put things right or to make amends

• be assertive, express their feelings and resolve conflict without resorting to being aggressive or rude
• tell someone if there is a problem that needs to be resolved
• develop resilience
• develop a 'Growth Mindset'

Emotional Literacy

In line with 'Therapeutic Thinking Essex Steps' we understand the importance of supporting children in the development of their emotional literacy by being able to use a variety of words to describe how they and others are feeling. We do this though half termly vocabulary focuses, using the 'Colour Monster' by Anna Llenas.

	Autumn 1 **Happiness**	Autumn 2 **Sadness**	Spring 1 **Anger**	Spring 2 **Fear**	Summer 1 **Calm**	Summer 2 **Surprise- not in book**
Reception	Joyful Proud Cheerful	Lonely Gloomy Disappointed	Mad Hurt Cross	Scared Afraid Worried	Peaceful Loved Relaxed	Amazed Excited Puzzled
Year 1	Delighted Grateful Admired	Displeased Ashamed Isolated	Disgusted Annoyed Furious	Terrified Helpless Frightened	Accepted Restful Safe	Curious Awe-struck Confused
Year 2	Enthusiastic Elated Valued	Despair Regretful Powerless	Frustrated Resentful Jealous	Nervous Anxious Rejected	Respected Content Tranquil	Startled Astounded Astonished

Our Behaviour Curriculum is built upon the 'Therapeutic Thinking Essex Steps' approach. It ensures that behaviour is understood as a form of communication, responses are restorative and equitable, and children are equipped with the skills to regulate their emotions, build relationships, and flourish both within and beyond school.