



St Michael's Behaviour Curriculum Based on our School Values

Introduction & Aims

At St. Michael's we place a high emphasis on positive behaviour. Our School Vision and Values promote kindness and respect. Our Vision, 'Shine as Lights in the World', encourages pupils and staff to be the best versions of themselves and feel ready to shine in the world. Our golden rule, 'We will treat one another in a fair and equal way and treat others in the way we wish to be treated', is threaded through everything we do.

The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives. We aim to make it easier for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are committed to establishing excellent behaviour.

We want to:

- Create a culture of valued behaviour and to eliminate detrimental behaviour to maximise time in class spent on teaching and learning.
- Embed the schools' values: friendship, sharing, courage, love, perseverance, curiosity, hope & reflection, imagination, trust & honesty, cooperation and peace.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions, ensuring that our golden rule runs through all parts of our school day – treating others fairly and showing respect
- Provide clarity for staff and students about valued behaviour and detrimental behaviour
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the school's behaviour curriculum in and out of school.
- Ensure that good behaviour is a minimum expectation for all.

Teaching

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The curriculum is taught explicitly during the first week of each month, when the value is introduced in collective worship and followed up in class. Each class has a display of the monthly value. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these. For example, something taught in class must be reinforced outside the classroom as well

Emotional literacy is taught alongside the behaviour curriculum for all children to have a clearer understanding of their emotions and explicit vocabulary to be able to express how they feel. We use the Zones of Regulation lower down the school to begin work on feelings and emotions and we build on this vocabulary as they move into KS2. Lack of emotional vocabulary and literacy has proven to be a contributor to anti-social behaviour and self-regulation depends on this - you cannot feel an emotion if you don't know what it is and language is needed to deal with real problems.

The process for teaching behaviour explicitly is as follows:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards set. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be always applied when teaching the curriculum.



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	Value What it looks like	Objectives What Children learn	Strategies How is it explicitly taught?	Progress What does success look like?
FRIENDSHIP				
Early Years	Starting to share with others Take turns to play with things Gradually understand how others are feeling Show more confidence in social situations To play with one or more other children	Choose to play with others Invite others into play ("Do you want to join?") Show awareness of others' feelings Maintain simple back-and-forth interactions	Model and narrate friendship explicitly Create play structures that require interaction Teach and rehearse social scripts Use emotion coaching in real time Use stories to reinforce friendship behaviours	Child independently invites others into play Sustains simple reciprocal interactions (back-and-forth play) Chooses peers over adult support more often Shows awareness when others are left out
KS1	Noticing how others feel Sharing and taking turns Working with a partner and listening Inviting others to join games Using words to solve disagreements Keeping simple promises Children choose to play with a range of peers, not just one friend.	Knows what friendship means and why it is important. Identifies qualities of a good friend. Recognises that friendships can have ups and downs. Knows simple strategies for making and keeping friends.	Discussion of what makes a good friend Exploring feelings Teaching simple conflict-resolution strategies Using scenarios or pictures to talk about how to help others. Story based learning. Modelling by adults.	Uses simple strategies to solve disagreements Can explain how actions affect others' feelings
KS2	Children working together to accomplish goals. Communicating feelings clearly and empathising with the feelings of others. Recognising what makes a good friend and maintaining a good friendship.	How to resolve conflict within friendships and repairing relationships. Recognising what makes a positive relationship and what does not.	Jigsaw Positive modelling from peers and teachers. Opportunities in lessons (including PE and PSHE) to role play and complete team activities. Opportunities to explore and share views and interests.	Children are excellent role models of positive friendships and members of group tasks. Children can resolve conflict and problems collaboratively. Able to identify emotions and empathises with the thoughts and feelings of others.
SHARING				
Early Years	Sharing and cooperating with their peers Taking turns Sharing books, ideas and resources	Give resources to others without adult prompting Take turns with toys and equipment Wait appropriately during group activities Begin to understand fairness ("You had a turn, now me")	Use stories and discussion Build sharing into routines Intervene early in conflict Plan structured turn-taking games Use visual supports for turn-taking Teach and rehearse turn-taking language	Takes turns without reminders Uses fairness language ("my turn next") Offers resources spontaneously Waits appropriately in group activities
KS1	Taking turns with resources. To share materials. To include others in group work and play. To show an awareness of fairness.	I can take turns with others. I can share resources fairly. I understand how others feel if things are not shared. I can include others in play. I can be kind and considerate. I understand what is fair and unfair.	Through stories and discussion. Modelling by adults Structured routines and systems. Teaching specific strategies. Through role play and recognition. Through reinforcement and recognition.	To take turns with reminders. To share resources in structured situations To begin to understand fairness. To resolve simple conflicts with support.
KS2	Children share resources fairly and eagerly when asked. Children can share ideas, thoughts and feelings when asked. Children can engage in active listening and speaking as part of a conversation (oracy) Children understand what is appropriate to share.	Children can share thoughts, feelings and ideas about a wide range of situations. Sharing in a larger (school or class wide) rule or value (such as the golden rule)	Jigsaw Zones of regulation Adult led conversation with appropriate adult modelling. Ask me stickers.	Children can empathise with view and opinions of others. Children can appropriately share relevant ideas to a discussion. Respect the ideas and values of others.



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COURAGE

Early Years	Confidence in new social situations To develop confidence with unfamiliar adults Confidence to take risks Develop appropriate ways of being assertive	Try a new activity or unfamiliar resource Speak in front of a small group (e.g. during carpet time) Take safe risks (e.g. climbing, exploring outdoors) Ask for help when needed	Model risk-taking and "having a go" Use gentle encouragement Plan for manageable risk in provision Normalise mistakes as part of learning Increase independence in small steps	Tries new activities independently Speaks in group without prompting Attempts challenge after initial failure Asks for help appropriately rather than avoiding task
KS1	Try new or challenging tasks Ask for help Speak up Do the right thing (e.g. telling the truth or standing up for others) Manage new situations (e.g. performances)	I can try something new, even if it feels tricky I can understand that mistakes help me learn I can tell the truth, even if hard I can share my ideas with others I can ask for help	Through stories and discussions (Tom Percival books) Modelling by adults and reassurance that getting it wrong is good. Structured opportunities. Show and tell, circle time and performances.	Attempts new task with some confidence More willing to share ideas in small groups Can talk about worries with support
KS2	Actively trying all activities with a growth mindset. Being assertive with situations and challenges they find difficult. Resilience when situations are difficult.	Children recognise their growth in an area, no matter how slow. Children can self-identify next steps to being better rather than focusing on negatives. Children can speak up when they recognise a situation is wrong.	Children are given opportunities to try new things and discuss how they can improve. Consistent reflection and growth mind discussed. Giving children a safe space to discuss thoughts and feelings about what they have done.	Children show willingness to try new or challenging things, even when they feel unsure or nervous. Children can talk about courage, recognising it as doing the right thing, speaking up, or standing up for themselves or others. Children demonstrate resilience, showing they can cope with setbacks and keep going when things feel difficult.

LOVE

Early Years	Begin to understand feelings and emotions Begin to understand types of love	Show care and affection towards peers and adults Look after classroom pets, plants, or environment Use kind words and actions consistently Demonstrate empathy (comforting, helping)	Model warmth and care consistently Explicitly teach and name kindness Use stories to explore love and empathy Build reflection into the day	Comforts peers without adult direction Uses consistently kind language/actions Shows responsibility for living things/environment Recognises and responds to others' emotions
KS1	Children helping each other without being asked Celebrating others' achievements Showing pride in caring for the classroom. Use positive language and show warmth in friendships.	Understand that love can mean care, kindness and respect. Recognise the different ways people show love. Use kind words. Recognise when someone needs comfort.	Exploring how families show love in different ways. Talking about how we show love in friendships.	Can name ways to show love Shows care with reminders Recognises when someone is upset Uses kind words to comfort others Helps peers without being prompted. Begins to show self-love.
KS2	Children are aware of how relationships differ between school and home. Children accept differences with others, even when they differ from our personal view (Hobbies, teams etc).	Children recognise positive and negative elements in a relationship. Children can identify what they should do in a negative relationship. Children accept the differences of others (rejection, differences of opinion)	Children will learn explicitly through Jigsaw. Children explore themes through roleplay, texts and discussions in English and PSHE.	Children demonstrate caring and respectful behaviour, showing empathy, kindness, and consideration towards others in everyday situations. Children can talk about love in a values-based way, explaining its importance in relationships such as friendships, family, and community. Children make positive choices, showing understanding that loving actions help build strong, supportive, and inclusive environments.



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PERSEVERANCE

Early Years	Showing resilience when challenged Begin to set own goals Keep trying when things are hard	Continue with a task despite difficulty Return to a challenge after initial failure Show focus for increasing periods of time Say things like "I'll try again"	Model perseverance explicitly Provide language for perseverance Praise effort, not outcome Use stories and reflection	Continues tasks independently despite difficulty Returns to challenges after failure Uses self-talk ("I'll try again") Sustains focus for extended periods
KS1	Keep trying instead of giving up Returning to a task after making a mistake Use different strategies if something isn't working Take pride in improving their work	I can keep trying when learning is difficult I understand that learning takes time and effort I can improve my work after feedback I can try different ways to solve a problem	Through stories and discussions Modelling by adults and reassurance that getting it wrong is good. Teaching strategies for being stuck. Structured opportunities and creating challenging lessons.	Will attempt challenging tasks. Begins to keep going after mistakes Tries simple strategies when stuck.
KS2	Supporting others with challenging situations. Demonstrating a growth mindset in their learning. Setting their own goals	Identify goals, both big and small and what they need to accomplish that. To be able to take small steps towards a goal. Children can overcome small obstacles and setbacks with a positive mindset.	Opportunities for role modelling to younger children. Jigsaw Opportunities to try, reflect and retry challenges.	Children keep going with tasks, even when they are challenging or take time to complete. Children understand perseverance, recognising that effort and patience help them improve over time. Children show resilience, responding positively to mistakes and using them as opportunities to learn.

CURIOSITY

Early Years	Exploring the world around them Using senses to explore natural materials Begin to make sense of their own life story Explore how things work	Ask questions about the world ("Why does this happen?") Explore new materials and environments Investigate how things work through play Show sustained engagement in self-chosen activities	Create an enabling, open-ended environment Follow the child's interests Use high-quality questioning Build in opportunities for exploration and discovery	Asks genuine questions about the world Explores new materials independently Investigates cause and effect through play Sustains engagement in self-chosen activities
KS1	Children asking questions Children showing interest and excitement about new topics To explore and investigate independently Notice details and changes	I can ask questions about what I see or learn I can suggest ideas or predictions I can say what I want to find out I can observe carefully I can talk about what I have discovered I can show interest in learning more	Through high quality texts and hooks Modelling curiosity Creating enquiry-based learning Teaching questioning skills Providing exploratory environments Valuing questions over answers	Asks a wider range of questions Shows sustained interest in topics Begins to explore more independently Makes simple predictions
KS2	Children show interest in learning, ask questions in lessons, and explore ideas beyond the task set.	Children learn that curiosity involves wanting to find out more and asking questions. They understand that interest and wonder support learning. Children learn that it is acceptable not to know everything straight away.	Adults model curiosity by asking questions and wondering aloud. Children are encouraged to ask and explore questions during learning. Opportunities are planned for investigation, exploration, and reflection.	Children ask thoughtful questions about their learning. Children show interest and enthusiasm for new ideas or topics. Children engage actively and independently in learning activities.



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HOPE & REFLECTION

Early Years	To begin to reflect on their work Thinking about things they might like to do in the future or hoping that something will happen	Talk about feelings ("I felt happy/sad") Begin to reflect on experiences ("Next time I will...") Show optimism after setbacks Respond to simple prompts about what went well	Teach emotional vocabulary explicitly Use visual supports for reflection Give thinking time Use stories to explore feelings and outcomes	Talks about feelings and experiences clearly Reflects on what went well/what could change Shows optimism after setbacks Uses "next time I will..." language
KS1	Talk about their feelings and experiences Think about what went well and what they can improve Set simple goals Show belief they can get better with effort Reflect on behaviour and learning	I can talk about what I did well I can say what I found tricky I can think about how I can improve I can set a simple target for myself I can try to improve my work or my behaviour I can talk about my feelings and the feelings of others	Through stories and discussion Modelling reflective thinking Structured reflection routines Goal-setting activities	Can say what went well and what was tricky Can suggest simple improvements Can talk about feelings with confidence
KS2	Encourages pupils to believe in positive outcomes while being truthful, even when situations are difficult. Promotes integrity, where children understand that honesty builds trust and hope strengthens resilience. Supports a caring classroom culture where pupils feel safe to be open and truthful with others.	Pupils telling the truth, even when they have made a mistake or feel worried about consequences. Children encouraging each other and staying positive when facing challenges or setbacks. Respectful relationships where trust is built through reliable and honest actions.	Use simple scenarios where pupils act out situations involving honesty (e.g., admitting a mistake) and discuss feelings and consequences to build understanding. Read and explore stories or texts that highlight trust and honesty, then guide pupils to reflect on characters' choices and link them to real-life behaviour. Co-create a class charter on honesty and regularly use circle time or reflection activities to reinforce expectations and celebrate truthful behaviour.	Pupils move from needing reminders to recognising on their own when honesty is important and how hope can influence their responses. Children increasingly demonstrate truthful actions and a positive mindset across different situations, even when it is challenging. Pupils build stronger, more trusting friendships, showing reliability, encouraging others, and reflecting on the impact of their choices.

IMAGINATION

Early Years	Creativity in play and work Creating with others, sharing ideas and resources Develop story lines in creative play Performing with music, dance and singing	Engage in role play (e.g. home corner, small world) Create stories through play or drawing Use objects symbolically (a stick as a wand, etc.) Invent scenarios with others	Provide strong, open-ended role-play provision Model imaginative language Provide story-rich environments Allow long uninterrupted play periods Encourage collaborative play	Sustains complex role play with peers Creates narratives in play and drawing Uses objects symbolically independently Develops and extends shared scenarios
KS1	Create own ideas in writing, drawings etc Engage in role play Invent characters, settings and solutions Ask 'What if...?'	I can invent my own stories, characters and ideas I can use my imagination in drawing and mark making I can build on and adapt ideas	Through high-quality texts and storytelling Through structured imaginative opportunities Through modelling of creative thinking and using WAGOLLS Teaching creative skills explicitly	Can create their own characters and story ideas Can add detail to drawings and descriptions Uses imagination in different subjects
KS2	Children remain positive, reflect on their behaviour and learning, and talk about how to improve or move forward.	Children learn that hope means believing positive change is possible. They understand that reflection helps them think about experiences and learning. Children learn that challenges can lead to personal growth.	Time is provided for children to reflect on learning, behaviour, and experiences. Adults talk openly about hope, effort, and positive outcomes. Children are supported to identify next steps and personal goals.	Children reflect thoughtfully on their actions and learning. Children maintain a positive attitude when facing challenges. Children identify ways to improve or move forward.



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TRUST & HONESTY

Early Years	Begin to understand right and wrong Understanding who to trust Begin to recognise the truth and understand others point of view	Tell the truth about events (with support) Follow simple instructions and routines Return items that don't belong to them Build secure relationships with familiar adults	Build secure, consistent adult relationships Respond calmly to mistakes and truth-telling Respond calmly to mistakes and truth-telling Use consistent classroom rules linked to values	Tells the truth even when mistakes happen Returns belongings independently Follows routines consistently Forms secure relationships with adults
KS1	Telling the truth Owning up when something goes wrong Being reliable Understanding that trust can be built or broken Know the difference between a truth, lie and accident.	Knows important of telling the truth Understand lies can hurt. Knows that mistakes happen and it is okay to admit them Knows trust is built through actions. Identify	Through stories and discussion. Modelling by adults Clear behaviour expectations explicitly. Role play and discussion Reinforcement and language.	Tells the truth in most situations. Begins to take responsibility for actions. Understands consequences of dishonesty. Can follow rules more consistently.
KS2	Learning to be honest with themselves and others about feelings and issues. Recognising when it is appropriate to be honest with others. Understanding the consequences of lying and taking responsibility for doing so.	Children can retell and share ideas clearly and honestly Children can recognise what qualities make somebody trustworthy or honest. Children can give examples of how lying or dishonesty can have consequences.	Use discussion and reflection to help Children explore why trust and honesty matter and how choices affect others. Provide opportunities to practise values through everyday interactions and shared responsibilities. Model and reinforce positive behaviour so Children see trust and honesty demonstrated consistently.	Taking accountability for mistakes and sharing accounts honestly. Taking responsibility in challenging roles such as being a reception buddy, where trust is key. Taking a role in the classroom management.

COOPERATION

Early Years	To begin to work with others To understand what good listening looks like To follow instructions To increasingly follow classroom rules	Work together to complete a task (e.g. building, tidying) Share roles in play. Listen to others' ideas Follow group rules and expectations.	Design tasks that require collaboration Model listening and turn-taking explicitly Establish clear, consistent group expectations Use cooperative games and shared goals.	Works in groups to complete shared tasks Shares roles without conflict. Listens and builds on others' ideas Follows group expectations independently.
KS1	Active listening and responding accordingly Putting their hands up to join in in class. Working with different peers.	To take turns. To listen to ideas of others.	Staff modelling behaviour by listening to children and then responding at the appropriate time. Use of sentence stems. Talk-partners and group work.	Can take turns. Begins to share resources Works alongside others (not always their friends) Listens to others briefly but may interrupt.
KS2	Children use reciprocal conversational skills to clearly share ideas and questions. Children can work together in pairs and small groups to solve problems. Children can take a range of roles in a team, supporting each other.	Children can solve issues in group work unsupported through discussion. Children are organised and function as a team to complete a task. Children can identify when issues emerge and discuss how to solve them.	Concepts taught explicitly through Jigsaw. Opportunities across the curriculum, including sport, to model and develop teamwork skills. Model how to develop a sense of cooperation and fairness in others. The use of role play and social skills to reinforce concepts and ideas.	Children are role models to each other and the wider school. Minimal prompting a support needed to complete tasks as a team. Children can work independently and effectively in teamwork and group situations.



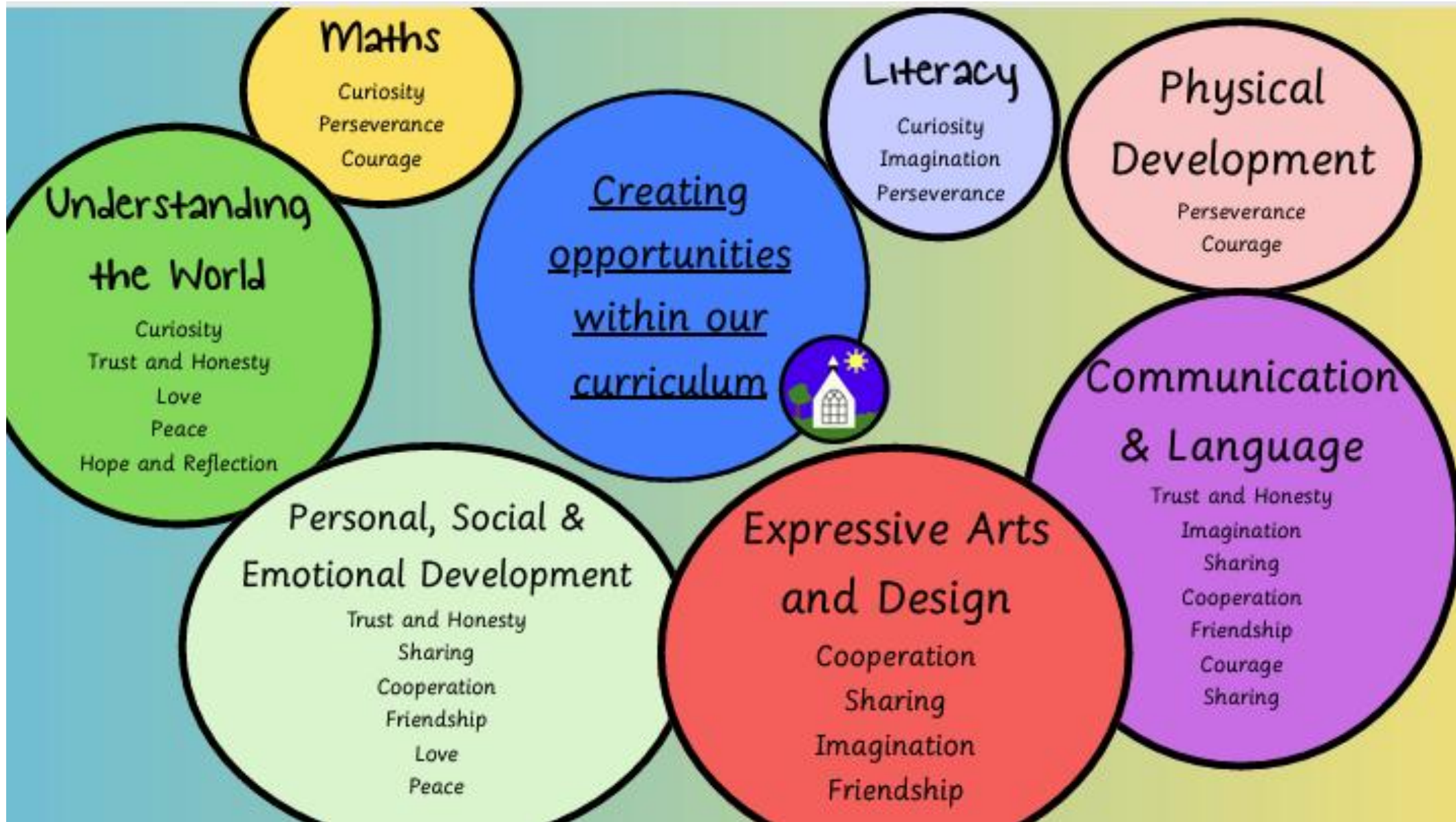
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PEACE

<p>Early Years</p>	<p>To begin to recognise own feelings and those of others Begin to find solutions to conflict Start to build constructive and respectful relationships</p>	<p>Manage conflicts with adult support. Use words instead of physical reactions Calm themselves after upset (with strategies/modelled support). Show awareness of others' needs and space.</p>	<p>Model calm behaviour consistently. Teach simple conflict resolution steps. Explicitly teach "use your words" routines Build emotional regulation tools into the environment.</p>	<p>Uses words instead of physical reactions. Resolves conflicts with minimal adult support. Self-regulates after upset Respects others' space consistently.</p>
<p>KS1</p>	<p>Children take turns without frustration They use calm-down strategies when upset. They solve small disagreements with words. They show patience and gentleness.</p>	<p>Understand what peace means. Know that peaceful behaviour helps everyone learn and feel happy. Recognise situations that feel peaceful or unpeaceful. Know simple strategies to restore peace</p>	<p>Discussions about calmness, safety and kindness. Exploring how to solve problems peacefully. Learning about feelings and emotional regulation. Story-based teaching. Modelling by adults (calm voices and respectful communication) Daily mindfulness Teaching of conflict resolution</p>	<p>Shows improved emotional regulation. Demonstrates calm behaviour in routines Recognises when others need space of quiet. Begins to restore peace after disagreements.</p>
<p>KS2</p>	<p>Children speak calmly, manage disagreements respectfully, and help create a safe, supportive classroom environment.</p>	<p>Children learn that peace involves resolving difficulties calmly and respectfully. They understand that respect and understanding help prevent conflict. Children learn that everyone contributes to a peaceful environment.</p>	<p>Adults consistently model calm communication and problem-solving. Children are taught strategies to manage emotions appropriately. Structured opportunities are provided to practise respectful conflict resolution.</p>	<p>Children resolve disagreements calmly and fairly. Children show respect for the feelings and viewpoints of others. Children contribute to a safe, calm, and supportive environment.</p>



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