

Stapleford Behaviour and Relationships Curriculum

Our Foundation: CARE

At Stapleford Community Primary School, CARE is our overarching value. CARE is the foundation of everything we do and the way we treat ourselves, others and our community. When we CARE we demonstrate:

- **C**uriosity – being interested, engaged and demonstrating open mindedness in behaviour, relationships and learning
- **A**mbition – aiming high and trying our best in behaviour, relationships and learning
- **R**esilience – managing ourselves, persevering and asking for help in behaviour, relationships and learning
- **E**xcellence – taking pride in our behaviour, relationships and learning

This Behaviour & Relationships Curriculum explains how CARE is lived every day through clear routines, shared language and consistent expectations.



Our Beliefs About Behaviour

- Behaviour is taught, not caught
- Behaviour is communication
- Relationships come first
- High expectations and high support go hand in hand
- All pupils belong and held in unconditional positive regard.
- Adults set the emotional tone and model CARE at all times.

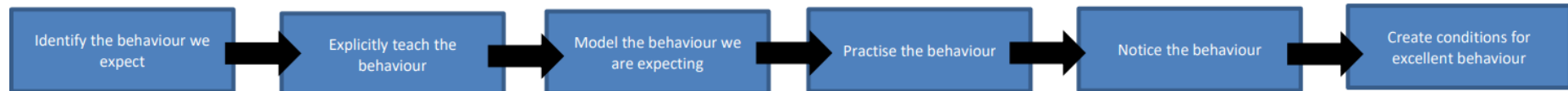
Our behaviour approach is relational, restorative and trauma-informed, ensuring pupils feel safe, understood and supported to thrive.

How we teach the behaviour curriculum

Positive behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Stapleford Community Primary School's Behaviour and Relationships Curriculum set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across the school.

- The behaviour and relationships curriculum is taught explicitly during the first week of the Autumn term
- Expectations are revisited at the start of every term and reinforced daily.
- Adults model behavioural expectations
- Pupils are given time to practise, rehearse and reflect
- Language around CARE values is used consistently by all adults
- Expectations remain the same for all children; support is adapted to meet individual needs

Process for teaching expectations



Our Golden Rules (CARE in action)



These rules are always taught through the lens of CARE.

CARE in Action – Daily Routines and Expectations

<p>In our classrooms, we show CARE by:</p> <ul style="list-style-type: none"> • Sitting in a way that helps us learn (<i>Super sitting</i>) • Starting our work promptly and staying engaged • Listening carefully to adults and each other • Working independently and collaboratively • Taking pride in the quality and presentation of our work • Respecting our classroom environment and equipment • Sharing ideas and valuing the contributions of others 	<p>At playtimes, we will show CARE by:</p> <ul style="list-style-type: none"> • Treating others with kindness • Including everyone in games and activities • Resolving disagreements calmly where possible • Following agreed rules for games • Looking after equipment and the environment • Lining up quickly and calmly when the whistle blows
<p>You won't see us....</p> <ul style="list-style-type: none"> • Swinging on chairs • Calling out • Talking while an adult or peer is speaking • Leaving our seats without permission • Disrupting others' learning 	<p>You won't see us....</p> <ul style="list-style-type: none"> • Taking part in rough or unsafe play • Using unkind words, name calling or inappropriate language • Entering restricted areas • Behaving in a way that may upset others
<p>Adults support this by:</p> <ul style="list-style-type: none"> • Teaching and reinforcing routines explicitly • Using positive language, modelling and calm reminders • Offering adjustments such as seating changes, movement breaks, visuals or check-ins • Praising effort, regulation and improvement • Re-teaching behaviours when needed rather than reacting emotionally 	<p>Adults support this by:</p> <ul style="list-style-type: none"> • Actively supervising and engaging with pupils • Coaching problem-solving and emotional regulation • Intervening early to prevent escalation • Supporting restorative conversations
<p>At Lunchtime and in the Hall, we show CARE by:</p> <ul style="list-style-type: none"> • Walking calmly into the hall (<i>Wonderful walking</i>) • Lining up quietly and sensibly (<i>Legendary Lining Up</i>) • Using good manners : please and thank you • Carrying trays safely • Using indoor voices • Eating sensibly, using our knives and forks • Clearing our space and leaving the hall calmly 	<p>Around School and in Corridors we show CARE by:</p> <ul style="list-style-type: none"> • Walking calmly, quietly and safely (<i>Wonderful walking</i>) • Holding doors open or standing aside to let others pass • Being mindful of others' space • Greeting adults and peers politely • Moving purposefully to where we need to be

<p>You won't see us...</p> <ul style="list-style-type: none"> • Getting out of our seats when we don't need to • Running • Talking loudly or being silly • Sharing food 	<p>You won't see us....</p> <ul style="list-style-type: none"> • Running • Talking loudly • Wandering around • Being silly or distracting others
<p>Adults support this by:</p> <ul style="list-style-type: none"> • Clear routines and visual reminders • Calm consistent direction • Adjusting environments or expectations where needed • Supporting pupils who find the hall overwhelming 	<p>Adults support this by:</p> <ul style="list-style-type: none"> • Modelling calm movement • Using non-verbal cues and consistent language • Supporting pupils who find transitions challenging • Pre-empting difficulties with reminders and positioning (adult and children)
<p>In Assembly, we show CARE by:</p> <ul style="list-style-type: none"> • Entering and leaving calmly (<i>Wonderful Walking</i>) • Lining up silently when asked (<i>Legendary Lining Up</i>) • Sitting attentively (<i>Super Sitting</i>) • Listening respectfully to speakers • Waiting quietly for instructions 	<p>When we arrive at school, we show CARE by:</p> <ul style="list-style-type: none"> • Arriving on time • Greeting staff politely • Moving calmly to our classroom • Putting belongings away sensibly • Starting the morning task promptly
<p>You won't see us...</p> <ul style="list-style-type: none"> • Running into the hall • Changing seats unnecessarily • Talking while someone else is speaking • Distracting others 	<p>You won't see us:</p> <ul style="list-style-type: none"> • Running • Leaving our belongings disorganised • Talking loudly or being silly
<p>Adults support this by:</p> <ul style="list-style-type: none"> • Modelling attentive listening • Using consistent signals and reminders • Supporting pupils who need alternative seating or regulation strategies e.g. fidgets • Pre-empting difficulties with positioning (lining up order) 	<p>Adults support this by:</p> <ul style="list-style-type: none"> • Offering a warm, consistent welcome to each pupil • Providing meet-and-greet where needed • Supporting a calm, consistent transition into morning learning

CARE in Action - Our Consistent Routines

<p style="text-align: center;">Wonderful Walking</p> <ul style="list-style-type: none"> ● We always walk around school to keep everyone safe. ● Walking in a straight line ● Hands by side ● Without talking ● Attention: looking where you are going, safe distance from others around you and the environment (without leaning on walls whilst waiting) 	<p style="text-align: center;">Legendary Lining Up</p> <ul style="list-style-type: none"> ● Stand up silently ● Move to line ● Looking where you are going ● One behind each other in a straight line ● Hands by side ● Wait silently
<p style="text-align: center;">Super Sitting</p> <ul style="list-style-type: none"> ● Eyes looking at the person who is talking: showing their ideas matter and they are valued ● On chairs, sitting up straight: good posture, back against the back of the chair, hands still, feet on the floor (<i>children's and chair's!</i>) ● On the carpet/floor, legs crossed and hands in lap ● Active listening ● Without talking, unless it is your turn. ● Mind awake – focusing <p style="text-align: center;">Give me 5 – 1. Eyes looking 2. Ears listening 3. Mouth closed 4. Sitting beautifully 5. Mind awake. (<i>may be useful, depending on age and understanding of children</i>)</p>	<p style="text-align: center;">Attention Getter</p> <ul style="list-style-type: none"> ● This is done by raising an open hand in front of chest (BSL sign for stop). When children see this, they stop what they are doing and look at the person who is wanting attention. ● Finally, children wait until everybody is quiet and listen to what the adult has to say

CARE in Action: Practise Every Day

<p>When Regulating Ourselves, we show CARE by:</p> <ul style="list-style-type: none"> • Noticing how we are feeling • Using taught strategies to help us calm ourselves • Taking time and space (in the calm area) when needed • Asking an adult for help when feelings feel too big 	<p>When Asking for Help and Communicating Needs we will show CARE by:</p> <ul style="list-style-type: none"> • Using agreed signals or raising hand • Waiting calmly for support • Explaining what we need respectfully • Accepting help positively
<p>Adults support this by:</p> <ul style="list-style-type: none"> • Teaching regulation strategies explicitly • Giving time, space and movement opportunities • Regulating alongside pupils before reasoning: <p>Regulate – Relate - Repair</p>	<p>Adults support this by:</p> <ul style="list-style-type: none"> • Modelling and teaching help-seeking • Responding calmly and predictably • Proactively scanning the class to identify if pupils need help • Encouraging independence without removing support

<ul style="list-style-type: none"> • Normalise emotions and help-seeking • Using PACE to support pupils (playfulness, acceptance, curiosity, empathy) 	<ul style="list-style-type: none"> • Offering scaffolds when needed
<p>When Managing transitions, we show CARE by:</p> <ul style="list-style-type: none"> • Stopping when asked • Listening carefully to instructions • Ending one activity and beginning the next calmly • Clearing and resetting the space if appropriate • Moving safely and purposefully 	<p>When Responding Positively to Reminders and Corrections, we show CARE by:</p> <ul style="list-style-type: none"> • Listening when an adult speaks to us • Making changes when asked • Accepting reminders calmly • Trying again
<p>Adults support this by:</p> <ul style="list-style-type: none"> • Giving countdowns and pre-warnings • Using clear, consistent signals • Supporting pupils who find transitions difficult • Use of visual prompts – timetable, now and next • Adjusting expectations where appropriate 	<p>Adults support this by:</p> <ul style="list-style-type: none"> • Reminding and correcting calmly and privately • Using non-verbal cues, positive phrasing and clear expectations • Allowing take up time • Separating behaviour from the child
<p>When Repairing Relationships, we show CARE by:</p> <ul style="list-style-type: none"> • Reflecting on what has happened • Listening to others’ feelings • Apologising sincerely • Repairing harm and restoring relationships • Learning what would be a better choice for next time 	<p>Belonging and Inclusion, we show CARE by:</p> <ul style="list-style-type: none"> • Including others in learning and play • Using kind, respectful language • Standing up for others • Respecting difference • Noticing how others are feeling
<p>Adults support this by:</p> <ul style="list-style-type: none"> • Giving time and space after incidents • Supporting restorative conversations • Teaching emotional language • Valuing repair and longer-term learning over punishment 	<p>Adults support this by:</p> <ul style="list-style-type: none"> • Modelling inclusive language and behaviour • Intervening early when observing unkind behaviour • Teaching PSHE proactively • Making reasonable adjustments without stigma

Reflecting and Ending the Day Positively, we show CARE by:

- Reflecting on our learning and behaviour
- Noticing what has gone well
- Thinking about what we can improve tomorrow
- Leaving school calmly and respectfully
- Saying goodbye to staff and peers

Adults support this by:

- Modelling use of positive reflection language
- Celebrating positives from the day
- Supporting goal-setting
- Ending the day calmly and relationally – story time before home
- Maintaining unconditional positive regard, restoring relationships if need be and ensuring pupil/s know that tomorrow is a fresh start



Support and Adaptation

All pupils are expected to follow this behaviour curriculum.

Some pupils need **additional or different support** to do so.

Support may include:

- Meet and greet
- Adjusted seating or environment
- Visual supports
- Movement or regulation breaks
- Time to talk with a trusted adult
- Personalised strategies or behaviour plans

Support is **planned, proactive and compassionate**.

At Stapleford, we CARE. We are curious, ambitious, resilient and strive for excellence. We learn these behaviours, practise them and support each other every day.