

Halifax Primary School

Behaviour Curriculum



A Therapeutic Thinking Approach

This document sets out the behaviours we teach, the routines we practise and the adult actions that help every pupil succeed.

‘Helping each other to aim high’



Contents

1. Intent and guiding principles
2. How behaviour is taught
3. Core routines and expectations
4. Working in Partnership with parents and carers
5. Recognition, response and consequences
6. Progression, impact and review
7. Linked documents
8. References and sources

1. Intent and guiding principles

At Halifax Primary School, behaviour is taught in the same way as any other important part of learning: it is identified, explained, modelled, practised and revisited until it becomes familiar and fluent. Our curriculum is built on the belief that behaviour is a form of communication and that thoughts, feelings and experiences influence how children respond to the world around them.

How We Teach Behaviour



Every lesson, every day, every adult

Figure 1. The daily teaching cycle used across school.

Our Curriculum Aims

- To create a safe, calm and purposeful environment in which every pupil can learn
- To teach pupils the habits, routines and self-regulation they need in school and beyond
- To build positive relationships rooted in aspiration, collaboration, nurture and curiosity
- To make expectations visible and consistent so that all pupils know what success looks like
- To adapt support, not standards, so that every pupil is enabled to meet the same high expectations

Values and Team Halifax Code

Our values give the curriculum its purpose; the Team Halifax Code gives pupils a clear, memorable set of daily behaviours to practise.



Figure 2. The values and code that underpin every routine, reward and response.

2. How behaviour is taught

Every Adult Teaches Behaviour

- Adults explain the reason for routines, not just the rule.
- Adults model the language, posture, movement and tone they expect to see from pupils.
- Adults provide repeated opportunities to rehearse routines until they become secure.
- Adults revisit routines after holidays, transitions, incidents or when standards begin to dip.

Teaching Sequence Used in Classrooms and Around School

- State the expected behaviour clearly
- Show what it looks and sounds like
- Practise it with pupils and scaffold where needed
- Notice and name success straight away
- Correct calmly using agreed therapeutic scripts, then rehearse and restore when behaviour falls below the expected standard

Consistency and Adaptation

- The same high expectations apply in classrooms, shared spaces, on the playground, on visits, when pupils are identifiable as members of the school, and online where relevant.
- Some pupils will need more teaching, more rehearsal, more visual support or more adult co-regulation in order to reach those expectations.
- Adaptations are purposeful, proportionate and reviewed regularly with the aim of building independence over time.
- Every interaction is an intervention: adults use positive recognition, curiosity and connection to guide behaviour and strengthen relationships.
- Connection comes before correction: when a pupil is dysregulated, adults support regulation before expecting reflection or consequence.
- Agreed scripts begin with the pupil's name and use calm, supportive language such as "I'm here to help" and "Tell me what happened."



Expectations stay high throughout; support is adapted so every pupil can succeed.

Figure 3. Behaviour is taught progressively from EYFS to KS2.

3. Core routines and expectations

The routines below are taught explicitly in the first two weeks of September and reinforced throughout the year. They are also revisited in January, April and following changes in staffing, class moves or whenever adults judge that more teaching is needed.

Core expectations across the school day

Pupils are explicitly taught to:

- show respect to all staff and peers
- enable others to learn without disruption
- move calmly and quietly around school
- care for the school environment and property
- wear the correct uniform
- accept consequences and take responsibility
- uphold the school's values and reputation in person, off-site and online

Reasonable adjustments are made where necessary so that every pupil can be supported to meet these expectations.

Start of the Day

Pupils will... • arrive ready to enter school calmly and safely • move straight to the classroom without delay • greet adults politely • put belongings away sensibly and settle quickly • begin the start-of-day task	Adults will... • welcome pupils positively at the door or gate • ensure a clear, purposeful start-of-day task is ready • prompt and scaffold pupils who need help with entry routines • notice and praise pupils who settle quickly and help others
Why this matters A calm start lowers anxiety, reduces lost learning time and helps every class begin the day purposefully.	When this is taught / expected • EYFS children are taught each small step explicitly. • In KS1 routines are reinforced daily. • In KS2 routines should be increasingly automatic, with pupils helping to maintain calm for the whole group.
Adaptations that may be needed • adult greeting or check-in • additional cloakroom support • staggered or supported arrival where needed • visual entry sequence cards	

In the Classroom

Pupils will... • be ready with the correct equipment when asked • listen when an adult or another pupil is speaking • follow instructions the first time • stay focused on the task and ask for help appropriately • take care of resources, classroom spaces and displays •	Adults will... • use 5,4,3,2,1 as an attention signal • teach, model and rehearse routines for listening, turn-taking, discussion and independent work • give short, direct instructions and check that pupils understand them • circulate, notice success and intervene early when focus or behaviour dips • ensure resources are prepared and ready before the start of the lesson
Why this matters Classroom routines protect learning, reduce Uncertainty and cognitive load, making success more likely for all pupils.	When this is taught / expected • EYFS uses play, modelling and repetition; • KS1 builds stamina, equipment routines and transition routines; • KS2 develops independence, sustained focus and pupil leadership.
Adaptations that may be needed • visual task steps • now/next boards • chunked instructions • seating adjustments • additional movement or brain breaks • adult proximity or targeted check-ins	

Transitions

Pupils will... • stop, look and listen as soon as the agreed signal is given • move quietly and safely between spaces • keep hands, feet and equipment under control • be ready for the next activity without unnecessary delay	Adults will... • use 5,4,3,2,1 and the same language every time • secure attention before giving the next instruction • narrate and praise smooth transitions • pre-correct and rehearse if a transition has become unsettled • ensure all lessons and resources are prepared in advance to enable a prompt start following transitions
Why this matters Smooth transitions reduce wasted minutes, protect safety and maintain the calm tone of the day.	When this is taught / expected • Taught from the first day in EYFS and revisited every time a class routine changes. • KS2 pupils should manage transitions quickly and with minimal prompting.
Adaptations that may be needed • Using group or individual names before giving an instruction • pre-warning about change • visual countdowns • allocated positions in line • adults support at key transition points	

Playtimes and Lunchtimes

Pupils will... • play safely and invite others • share, take turns and use kind language • respect the choices of others • follow zone, equipment and game rules • seek adult help when they need support • stop promptly and line up silently in register order when signalled	Adults will... • teach what safe, inclusive play looks like • support pupils to resolve minor disagreements early • actively notice and reinforce kind play and good sportsmanship • apply protective consequences when behaviour becomes unsafe • be on the playground before the whistle blows at the end of playtime • be on the playground 5 minutes before the whistle blows at the end of lunch
Why this matters Unstructured times are where pupils practise social skills, self-regulation, fairness and safety.	When this is taught / expected • EYFS pupils are taught how to play, share and ask for help. • KS1 practise these routines with increasing independence. • KS2 pupils should model, lead and support younger pupils appropriately.
Adaptations that may be needed • structured play options • play scripts or social stories • adult-mediated games • alternative spaces for pupils who find the playground overwhelming	

Dining Hall

Pupils will... • line up silently in register order • walk sensibly into the hall and sit in the correct place • use quiet conversation and good table manners – please, thank you, use of a knife and fork • eat and drink safely and respectfully • try new foods and flavours • clear away plates or lunchboxes carefully and leave the space tidy	Adults will... • welcome pupils calmly and support them to settle • model table manners and conversation • monitor noise levels and intervene early if the hall becomes unsettled • praise pupils who show independence and kindness
Why this matters The dining hall teaches life skills, social communication and respectful shared use of space.	When this is taught / expected • EYFS pupils are explicitly taught lining up, carrying trays and using cutlery. • KS1 consolidates these skills. • KS2 develops independence and considerate use of the shared space.
Adaptations that may be needed • visual seating or lining-up prompts • same-seat consistency where helpful • adult support for cutlery and routines • alternative eating space where required for regulation	

Moving Around School

Pupils will... • walk calmly and quietly • stay in register order as a class or with the group or agreed adult • hold doors and show courtesy to others • respect displays, shared spaces and school property	Adults will... • model calm movement around the building • teach and insist on the agreed walking line and voice level • pick up on lapses immediately and rehearse if needed • notice pupils who show responsibility and care for the environment
Why this matters Orderly movement protects safety, shows respect for others and keeps the building calm and purposeful.	When this is taught / expected • Taught in EYFS through guided practice and increasingly expected with independence through KS1 and KS2.
Adaptations that may be needed • adult support at doorways and turns • visual line markers • positioning pupils strategically in line	

Assemblies

Pupils will... • enter and leave the hall silently • sit sensibly and listen respectfully • join in appropriately when invited • use the voice level set for any discussion • celebrate the success of others	Adults will... • teach and model how to enter, sit, respond and leave • use visuals or reminder slides where helpful • monitor all pupils, not only their own class • give calm reminders and follow up after assembly where needed
Why this matters Assemblies build community, shared values, reflection and respect.	When this is taught / expected • EYFS prepares for larger gatherings gradually; • KS1 consolidates sitting and listening routines; • KS2 models strong assembly behaviour and may take leadership roles.
Adaptations that may be needed • shorter initial attendance • adult seating support • visual cue cards • planned exit or seating adjustments where needed	

Using the Library

Pupils will... • enter and leave the library calmly • use quiet voices and careful movement • choose, handle and return books respectfully • use library systems and shared spaces responsibly • leave the space tidy for the next group	Adults will... • teach and model how to use the library and shared reading spaces • support pupils to choose books appropriately • reinforce calm, respectful use of the space • notice pupils who show responsibility and care for books • teach and model how to use the library and shared reading spaces • when allowing older children to use the library independently, send groups of two or three pupils at a time and plan groupings for successful behaviour
Why this matters The library supports a love of reading, independence, responsibility and respectful shared use of school resources.	When this is taught / expected • EYFS pupils are introduced to the space through adult modelling. • KS1 pupils practise choosing, handling and returning books. • KS2 pupils should use the space responsibly and model expectations for others.
Adaptations that may be needed • adult support to choose or return books • visual prompts for library routines • quieter access times • supported use of the space for pupils who need additional regulation	

PE and Swimming

Pupils will... • change quickly and safely for swimming • listen to safety instructions and use equipment correctly • join in, try their best and work as part of a team • show sportsmanship, including when things do not go their way	Adults will... • teach changing routines explicitly • set and revisit clear expectations for safety, equipment and teamwork • praise effort, cooperation and perseverance • adapt activities so all pupils can take part successfully
Why this matters PE routines protect safety, support health and teach resilience, teamwork and self-control.	When this is taught / expected • EYFS begins with simple movement routines; • KS1 consolidates movement routines, begin with changing routines, lining up and participation; • KS2 increases independence and representation of the school at events.
Adaptations that may be needed • visual changing checklist • earlier or supported changing • alternative participation roles • curriculum adjustments	

Wet Play and indoor Social Times

Pupils will... • use an indoor voice and calm movement • choose safe, suitable activities • share resources and include others • tidy away before returning to learning	Adults will... • provide and maintain a clear menu of suitable activities • teach the difference between outdoor and indoor play expectations • give timed warnings before tidy-up • support calm transitions back to learning
Why this matters Wet play still needs structure so that safety, relationships and the learning environment are protected.	When this is taught / expected • Taught from EYFS with heavy modelling. • KS1 practises increasingly independent choices. • KS2 should sustain calm, sensible indoor play with limited prompting.
Adaptations that may be needed • smaller group play • quiet spaces or calming tools • adult check-ins for pupils who find indoor social times challenging	

Voice Levels

Pupils will... • use the voice level set for the activity or space • move between voice levels quickly when directed • understand when silence is required and why • self-correct when reminded	Adults will... • teach what each voice level sounds like • use visuals consistently in classrooms and shared spaces • reset calmly when noise rises above expectation • praise pupils and classes who sustain the correct voice level
Why this matters Voice levels make learning possible, reduce stress and show consideration for others.	When this is taught / expected • Introduced early in EYFS and reinforced continuously through KS1 and KS2 until pupils can manage voice levels with growing independence.
Adaptations that may be needed • voice level displays • non-verbal reminders • carefully chosen partners or seating • quiet workspaces for pupils who need them	

Movement Breaks and Regulation Time

Pupils will... • use agreed movement or regulation activities safely • follow adult instructions before, during and after the break • return to learning calmly when the break ends • understand that different pupils may need different regulation supports	Adults will... • plan movement breaks purposefully, not as free time • adults will choose the appropriate movement break activity to meet the needs of the class • teach the routine for starting, carrying out and finishing a movement break • use timers and visuals where helpful • ensure the break ends with a calm return to learning
Why this matters Movement breaks support regulation and access to learning when they are structured, purposeful and linked to need.	When this is taught / expected • In EYFS, many movement and sensory routines are adult-led; • In KS1 pupils begin to recognise what helps them regulate; • In KS2 pupils should increasingly use these supports appropriately and independently.
Adaptations that may be needed • visual schedules • individual movement menus • shorter, more frequent breaks • safe calm spaces • adult supervision	

End of the Day

Pupils will... • reflect on their learning and behaviour identifying a positive from the day • pack belongings away calmly and independently • leave the classroom tidy and organised • listen carefully to end-of-day instructions • line up silently in register order • walk calmly and safely when leaving school • wait for the teacher to call their name (EYFS/KS1) • wait with the teacher and make them aware when they can see their adult (KS2)	Adults will... • plan time for calm reflection and orderly packing away • reinforce expectations for dismissal routines • ensure pupils are prepared for a safe and calm exit • dismiss pupils in a controlled and consistent manner • communicate key messages or reminders clearly
Why this matters A calm, structured end to the day reinforces positive behaviour, supports emotional regulation and ensures pupils leave school safely and successfully.	When this is taught / expected • EYFS pupils are supported step-by-step with packing and dismissal routines • KS1 pupils develop increasing independence with adult guidance • KS2 pupils should manage routines independently and model calm behaviour
Adaptations that may be needed • visual end-of-day checklists • adult prompts or supported packing • staggered or supported dismissal where needed • additional time for pupils who require support with organisation	

4. Working in Partnership with Parents and Carers

At Halifax Primary School, we recognise that behaviour is taught, practised and strengthened through consistency between school and home. Strong partnerships with parents and carers help pupils feel secure, understand expectations and develop the habits and self-regulation needed for success.

Parents and carers play a key role in preparing pupils for school and reinforcing the behaviours outlined in this curriculum.

Parents and Carers can support by:

- establishing consistent morning and bedtime routines so pupils are well-rested and ready to learn
- ensuring children arrive at school on time each day
- reinforcing the school's values
- encouraging children to be responsible, respectful, caring and safe in different contexts

- supporting organisation by encouraging children to pack their own bags and take responsibility for their belongings
- promoting independence through age-appropriate responsibilities at home
- encouraging resilience by supporting children to solve problems, manage setbacks and keep trying when things feel challenging
- promoting positive attitudes towards school and learning
- modelling calm, respectful communication and behaviour
- communicating with the school where additional support may be needed
- understanding and supporting the Behaviour Policy and Behaviour Curriculum
- reinforcing key messages when on the school site or accompanying school trips
- sharing changes in circumstances that may affect behaviour or wellbeing
- discussing concerns promptly and respectfully with school staff
- supporting pupils to take responsibility and repair harm where appropriate

Why this matters:

Consistency between home and school strengthens pupils' understanding of expectations, reduces anxiety and supports the development of positive habits and self-regulation over time.

5. Recognition, response and consequences

At Halifax, behaviour is viewed as part of the learning journey. Valued behaviour is recognised and reinforced, while detrimental behaviour is responded to through calm, consistent, learning-focused approaches that help pupils regulate, reflect, repair and return to learning.

Recognition and reinforcement

Positive behaviour is noticed deliberately and reinforced consistently. Recognition should be immediate, genuine, specific and linked to the values and Team Halifax Code.

- verbal, personal and constructive recognition by adults and peers in the classroom and around school
- Class Dojo points to recognise values in action
- House Points for sporting activities and Class Dojo milestones
- positive conversations, messages or phone calls home to share pupils' achievements
- Friday Book Card assemblies
- certificates and badges, such as Accelerated Reader, Behaviour Awards and Halifax Hundred, presented in assemblies
- positions of responsibility, such as school council, peer mentor, librarian or sports leader
- the trust given to pupils showing valued behaviour, such as greater freedom to play positively with peers
- termly whole-class or year group rewards, such as a popular activity

For some pupils, recognition may include flexible individual rewards linked to their personal targets. Once a reward has been given, it is not withdrawn as a result of detrimental behaviour.

Behaviour as a learning process

Pupils will make mistakes as they learn to manage feelings, relationships and routines. Adults respond as emotionally mature adults, using co-regulation, empathy and clear boundaries to help pupils understand impact and develop more helpful responses over time.

Connection comes before correction. A dysregulated pupil needs to feel calm and safe before they can reflect meaningfully or respond to a consequence.

Adults use agreed therapeutic scripts to reduce escalation and keep responses predictable. These begin with the pupil's name and use language such as "I can see something is wrong", "I'm here to help" and "Tell me what happened."

Responding to detrimental behaviour

Adults respond calmly and predictably so that pupils know what to expect. Low-level detrimental behaviour is addressed quickly through name-first reminders, non-verbal cues, re-direction, limited choice, re-teaching and positive recognition of the expected behaviour.

During lessons, the Behaviour Tracker is used to support consistency, identify patterns and ensure pupils receive the right support at the right time.

Stage	What this means in practice
Reminder	A calm reminder begins with the pupil's name. The adult restates the expected behaviour and offers support to help the pupil turn the behaviour around. No tick is recorded at this stage.
W: Warning	If the behaviour persists and begins to affect the pupil's learning or the learning of others, a warning is given. A tick is recorded on the Behaviour Tracker under W for Warning.
C: Class	If the behaviour continues, the pupil moves to a quiet space within the classroom to reflect for a minimum of 5 minutes, or until the adult assesses that they are ready to return to learning. A tick is recorded under C for Class and a learning consequence is completed at the next available breaktime or lunchtime.
P: Parallel Class	If the behaviour continues or escalates, the pupil works in the parallel class to reflect for a minimum of 10 minutes, or until the adult assesses that they are ready to return. A tick is recorded under P for Parallel and a learning consequence is completed at the next available breaktime or lunchtime.
R: Removal from Class	If the behaviour continues, escalates, or the pupil is not able to return to learning safely, removal from class may be used as a protective measure. The pupil works in a supervised space for a proportionate period of time to support safety, regulation and reflection. A tick is recorded under R for Removal from Class and parents/carers are informed where removal has been necessary.

Pupils are supported to make a positive reset at the start of each morning and afternoon session. The tracker continues to inform monitoring over time, but each session provides a fresh opportunity for pupils to meet expectations successfully.

Protective and educational consequences

Consequences are logical, proportionate and linked to the behaviour wherever possible. Protective and educational consequences may be used together.

- Educational consequences teach, rehearse or develop valued behaviour. They may include restorative conversation, repairing damage, completing missed learning, practising a routine, writing or verbalising an apology where appropriate, reflecting on impact, agreeing a plan for next time, or completing a social story or adult-supported discussion.
- Protective consequences reduce risk and maintain safety. They may include increased adult supervision, use of a quiet or regulation space, removal from an unsafe situation, changes to seating or grouping, supported transitions, temporary restriction from a specific activity or area, planned breaktime or lunchtime support, removal of an unsafe item, parent/carer contact, a risk assessment or an Individual Behaviour Support Plan.
- Consequences are explained calmly, avoid humiliation or public shaming, take account of age, stage, SEND, disability and individual circumstances, and support the pupil to return to learning successfully.

Quiet space and regulation space

A quiet space or regulation space is not used as a punishment. It is a supportive and protective measure when a pupil needs reduced stimulation, time away from an escalating situation, adult support to regulate, or help to re-engage with learning.

- The pupil is supervised appropriately.
- Adults use calm, respectful language and explain the purpose of the space.
- Regulation comes before reflection.
- The pupil is supported to return to learning when they are ready and it is safe to do so.
- If use of the space becomes frequent, leaders review whether further support, a risk assessment, an Individual Behaviour Support Plan or external advice is needed.

Dangerous behaviour

Dangerous behaviour is behaviour that presents an immediate risk of serious harm, serious damage, significant disruption or behaviour that may be considered criminal if the pupil was the age of criminal responsibility. Safety is always the first priority.

- Adults act immediately to protect pupils and staff and seek support from senior leaders without delay.
- Where appropriate, the pupil may be removed from the situation to a quiet, supervised space as a protective measure.
- Parents and carers are contacted as soon as possible.
- Incidents are recorded on CPOMS and the Behaviour Tracker is used where appropriate.
- Protective and educational consequences, risk assessment, reintegration and any additional support are planned to reduce future risk and support behaviour change.

6. Progression, impact and review

How we know the curriculum is working

- Pupils move around school more calmly and settle to learning more quickly
- The frequency and severity of detrimental behaviour reduces over time
- Attendance, engagement and classroom participation improve
- Pupils can describe expectations, routines and the reasons behind them
- Pupils show greater independence, self-regulation and care for others

How impact is monitored

- Behaviour incidents, patterns and locations are reviewed by leaders using the Behaviour Tracker, CPOMS and Arbor where appropriate
- Celebrations and recognitions are monitored to ensure all pupils experience success
- Staff discussion, pupil voice and parent feedback inform curriculum refinement
- Adaptations, Individual Behaviour Support Plans, risk assessments and targeted provision are reviewed regularly so that pupils receive what they need to succeed
- Leaders use behaviour information to identify training needs and to ensure that no group or individual is disadvantaged by the policy or its implementation.

Consistency expectations for adults

- Use the agreed language, routines, signals, therapeutic scripts and W-C-P-R response pathway
- Teach behaviour proactively rather than waiting for things to go wrong
- Stay calm, respectful and emotionally available
- Work in partnership with parents and carers
- Seek support when a situation requires another adult or a more regulated response

7. Linked documents

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying and Prejudice Related Incidents Policy
- SEND Policy and SEND Information Report
- Suspension and Permanent Exclusion Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy and ICT Parent Pupil Agreement
- Attendance Policy
- OMAT Parent and Carer Code of Conduct
- OMAT Calming Space Aide Memoire

8. References and Sources

- Suffolk County Council (n.d.) *Therapeutic Thinking* training and guidance.
- Department for Education (2024) Behaviour in Schools: Advice for Headteachers and School Staff (Feb. 2024).
- Tom Bennett (2020) *Running the Room: The Teacher's Guide to Behaviour*.

We create positive experiences that teach behaviour and enable every pupil to succeed in school and beyond.