

Parklands Community Primary School



Be the best you can be!

**Behaviour Curriculum
2025 - 2026**

The Aims of the Behaviour Curriculum

At Parklands Community Primary School, we are dedicated to fostering a therapeutic thinking environment through the empowerment approach. Our goal is to nurture intrinsically motivated children who build excellent relationships with both adults and peers. We promote pro-social and valued behaviours, supporting and coaching our pupils to follow these principles. We believe that when children feel better, they behave better.

Our behaviour curriculum details the routines and practices we have in place to support this philosophy. We are committed to creating a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, and supportive environment. Our approach is designed to foster self-discipline, respect, and a sense of responsibility among pupils, while also supporting their personal and social development.

Successful relationships are underpinned by the positive ethos promoted in our school culture—a culture that demands high expectations of both staff and pupils, and demonstrates respect, tolerance, and understanding of differences. This drives our commitment to equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community, and for life. We strive to build a community that values kindness, care, respect, tolerance, and empathy for others, helping learners take control of their behaviour and be responsible for its consequences.

At Parklands, we encourage pupils to value the diversity in our society and the environment in which they live, while becoming active and responsible citizens who contribute positively to the community and society. By encouraging positive behaviour patterns, we promote good relationships throughout the school community, built on trust and understanding. We believe that as pupils practice these behaviours, they become habits that positively shape how they feel about themselves and how others perceive them.

Our motto, "Be the best you can be," encapsulates our commitment to personal excellence. We uphold the Parklands FRIEND values of Focus, Respect, Integrity, Excellence, Nurturing, and Determination. These values guide our actions and interactions, ensuring that every member of our school community strives to achieve their full potential.

As Haim Ginott wisely said, "Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse?" We believe that positive reinforcement and a supportive environment are key to helping children thrive.

Teaching the Behaviour Curriculum

Pro-Social and Valued behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Parklands learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.

The curriculum is taught explicitly during the first two weeks in Autumn term 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. At the start of each term, the 'Parklands behaviour curriculum' is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using quality first teaching.

The Process for teaching Behaviour explicitly:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

- CREATE conditions for excellent behaviour

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.

Behaviour Curriculum (Values and Expectations)

Our positive school ethos comes from our shared set of values which form the basis of the curriculum. We want our children to be 'the best they can be' demonstrating the values within 'Parklands Friend'.

FRIEND Values:

	<p>Focused</p> <p><i>At Parklands, we will be ready and prepared to learn. We will be active listeners that concentrate on our learning, whilst we develop our ability to work on our own and as part of a team.</i></p>
	<p>Respect</p> <p><i>At Parklands, we will be respectful to ourselves, each other and the community we live in. We will be responsible for our actions and include everyone.</i></p>
	<p>Integrity</p> <p><i>At Parklands, we will be honest. We will tell the truth and be proud to do the right thing.</i></p>
	<p>Excellence</p> <p><i>At Parklands, we will aspire to be the best that we can be. We will try our best, work hard in school and be motivated to learn.</i></p>
	<p>Nurturing</p> <p><i>At Parklands, we will be kind, caring and compassionate friends. We will be empathetic and supportive of everyone.</i></p>
	<p>Determined</p> <p><i>At Parklands, we will be determined to do our best. We will be resilient and persevere when faced with a challenge. We will be solution focused learners.</i></p>

The Parklands 3:

Be Ready to Learn

Pupils are prepared and focused on their tasks.

Be Kind and Respectful

Pupils show kindness and respect to everyone.

Be Safe

Pupils ensure their actions contribute to a safe environment.

POP 3 (Parklands Outside Play)

Mirroring the Parklands 3, with an emphasis on being ready to play.

Be ready to Play.

Be Kind and Respectful

Be Safe

At the beginning of the academic year the Parklands 3 are shared with the children and continuously revisited on a daily basis. These are displayed prominently in every classroom and are referred to as appropriate.

The Parklands 3 is broken down below to make clear what each expectation looks like and means.

Be ready to learn.	Be kind and respectful	Be safe
We arrive at school on time, every time We get to lessons on time. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. We make sure we have the right equipment for the day. We take part fully in lessons and show resilience. We show excellent learning behaviours.	We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feedback. We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after our environment and never drop litter. We respect the law and the rules of school and society	We follow instructions -first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and outside school. We use equipment safely. We follow the POP safety rules for each activity.

Each half term we focus on a Parklands Friend Value through our whole school assemblies with teacher's making links to these values through their lessons, stories and class bases assemblies.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focused	Respect	Integrity	Excellence	Nurturing	Determined

Jigsaw PSCH

Alongside our value of the term, we teach a Jigsaw Puzzle piece as part of our PSCH curriculum. Within this curriculum we teach the children pro-social and valued behaviours. Our curriculum provides opportunities to raise children's self confidence and self-esteem, providing opportunities for mindfulness and reflection. The curriculum forms part of our behaviour curriculum, being taught in progressive and cyclical way.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Once a week there is a Jigsaw themed assembly which provides a focus for the week, where children and adults have the opportunity to nominate or identify members of the Parklands community that are demonstrating pro-social and valued behaviours.

SMSC Curriculum

Spiritual Development

Spiritual development involves helping children explore beliefs, feelings, and values. It encourages them to reflect on their own experiences and understand the world around them.

Moral Development

Moral development focuses on teaching children the difference between right and wrong. It helps them develop a sense of fairness, justice, and respect for others.

Social Development

Social development helps children learn how to interact with others, work collaboratively, and develop healthy relationships.

Cultural Development

Cultural development involves teaching children about different cultures and traditions. It helps them appreciate diversity and understand the importance of inclusion.

Within the Parklands curriculum there are plenty of opportunities to develop SMSC. By integrating SMSC into the curriculum, children learn to be respectful, empathetic, and responsible citizens. They develop self-esteem and confidence through positive interactions and recognition of their efforts. Encouraging reflection, moral reasoning, social skills, and cultural awareness helps them grow into well-rounded individuals who value themselves and others.

Self-Regulation and Zones of Regulation

At Parklands Primary School, we use 'The Zones of Regulation' to help all pupils recognise and manage their emotions and feelings. This approach positively impacts their behaviour in school by providing a structured way to understand and regulate their emotions. The Zones of Regulation framework categorises emotions into four distinct zones: green, blue, yellow, and red. Each zone represents a different state of alertness and emotion, and we teach various strategies to help pupils manage their feelings in each zone.

To support pupils in managing their emotions, we teach a variety of self-regulation techniques at the beginning of the year and review them periodically. These techniques are also reinforced through targeted interventions by the learning mentor and ELSA (Emotional Literacy Support Assistant) support for children who need additional help.

The Four Zones and Strategies

- **Green Zone:** This is the optimal zone where pupils feel calm, focused, and ready to learn. Emotions in this zone include happiness, contentment, and alertness.
 - **Deep Breathing:** Encouraging pupils to take slow, deep breaths to maintain calmness and focus.
 - **Positive Self-Talk:** Teaching pupils to use affirmations and positive statements to boost their confidence and maintain a positive mindset.
 - **Mindfulness Activities:** Incorporating mindfulness exercises such as guided imagery or meditation to help pupils stay centred and present.

- **Blue Zone:** Pupils in the blue zone may feel sad, tired, sick, or bored. This zone represents low energy and a need for re-energizing.
 - **Movement Breaks:** Providing opportunities for physical activity, such as stretching or a short walk, to increase energy levels.
 - **Hydration and Snacks:** Ensuring pupils have access to water and healthy snacks to help them feel better physically.

- Rest and Relaxation: Allowing time for rest or quiet activities to help pupils recharge.
- Yellow Zone: This zone includes feelings of frustration, anxiety, excitement, or silliness. Pupils in this zone have heightened emotions but are still in control.
 - Sensory Tools: Using sensory tools like stress balls or fidget toys to help pupils manage their heightened emotions.
 - Break Cards: Allowing pupils to use break cards to take a short break when they feel overwhelmed.
 - Talking It Out: Encouraging pupils to talk about their feelings with a trusted adult or peer to process their emotions.
- Red Zone: The red zone is for intense emotions such as anger, rage, or panic. Pupils in this zone may feel out of control and need significant support to calm down.
 - Safe Space: Providing a designated safe space where pupils can go to calm down and regain control.
 - Calming Techniques: Teaching techniques such as progressive muscle relaxation or visualization to help pupils de-escalate.
 - Support from Adults: Ensuring that pupils have access to immediate support from a teacher, learning mentor, or ELSA to help them navigate intense emotions.

By integrating the Zones of Regulation into our daily routines, we help pupils develop self-awareness and emotional regulation skills. This approach not only supports their behaviour in school but also fosters their overall well-being, self-esteem, and confidence. Through consistent practice and targeted interventions, we aim to equip our pupils with the tools they need to manage their emotions effectively and become resilient, empathetic individuals.

Fundamental British Values

At Parklands Community Primary School, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are integral to our curriculum and are reinforced through our assemblies, classroom discussions, and school activities. By embedding these values into our daily practices, we aim to prepare our pupils to become responsible and respectful citizens who contribute positively to society.

Including fundamental British values in our curriculum is essential as it helps pupils understand the importance of living in a diverse and inclusive society. It fosters a sense of belonging and encourages pupils to appreciate and respect differences. Through our assemblies and lessons, we teach pupils about the democratic process, the significance of laws, the importance of individual freedoms, and the need for mutual respect and tolerance. These values are interwoven into our curriculum to ensure that pupils develop a strong moral compass and are equipped to navigate the complexities of modern life.

By promoting these values, we help pupils build a foundation of respect and understanding that will guide their interactions and decisions throughout their lives. This approach not only supports their personal development but also contributes to a cohesive and harmonious school community.

Understanding the Brain - The Empowerment Approach

At Parklands Primary School, we believe that helping pupils understand how their brain works is essential for their personal development and well-being. By teaching children about their brain, we empower them to take control of their learning and emotions, and to be at their best with the right support. We are beginning to use the Empowerment Approach by Kit Messenger, which focuses on training the brain and incorporating healthy doses of activities that promote brain health.

The Empowerment Approach by Kit Messenger is a framework that helps children understand that their brain is like a muscle that can be trained and strengthened. This approach teaches pupils that they have the power to influence their brain's development through their thoughts, actions, and habits.

Key Concepts

Neuroplasticity: Pupils learn that their brain is constantly changing and adapting based on their experiences and learning. This concept helps them understand that they can improve their skills and abilities through practice and effort.

Growth Mindset: We encourage a growth mindset, where children believe that their abilities can be developed through dedication and hard work. This mindset fosters resilience and a love for learning.

Healthy Doses: We teach pupils about the importance of incorporating healthy doses of activities that support brain health, such as physical exercise, proper nutrition, adequate sleep, and mindfulness practices.

By integrating the Empowerment Approach into our curriculum, we aim to help pupils understand their brain and how to take care of it. This knowledge empowers them to make positive choices, develop resilience, and achieve their full potential. Through consistent practice and support, we strive to create an environment where every child can thrive and succeed.

Rights and Responsibilities

At Parklands Primary School, we believe it is essential for pupils to understand their rights and responsibilities within the school community. While we are not a Rights Respecting School, we emphasise the importance of children knowing that with their rights come corresponding responsibilities. This understanding helps create a respectful, supportive, and harmonious school environment.

Understanding Rights

Children have various rights that ensure their well-being, safety, and development. These rights include:

- **The Right to Learn:** Every child has the right to access education and learn in a safe and supportive environment.
- **The Right to Be Safe:** Children have the right to feel safe and protected from harm.
- **The Right to Be Heard:** Every child has the right to express their opinions and be listened to.
- **The Right to Be Treated Fairly:** All children have the right to be treated with respect and fairness, regardless of their background or abilities.

Understanding Responsibilities

With these rights come responsibilities that help maintain a positive and respectful school community. These responsibilities include:

- **Respecting Others:** Pupils must respect the rights and feelings of their peers, teachers, and school staff.
- **Following Rules:** Children are responsible for following school rules and guidelines to ensure a safe and orderly environment.
- **Participating Actively:** Pupils should actively participate in their learning and school activities, contributing positively to the school community.
- **Taking Care of School Property:** Children are responsible for looking after school property and resources, ensuring they are used appropriately and respectfully.

By educating pupils about their rights and responsibilities, we aim to foster a school culture where everyone feels valued, respected, and empowered. Understanding this balance helps children develop into responsible, empathetic, and active members of the school community and beyond.

Classroom/School & Playground Expectations/Routines

We want our pupils at Parklands Community Primary School are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Make it possible for all pupils to learn in class.
- Move marvellously around the school.
- Treat the school buildings and property with respect.
- Wear the correct uniform at all times.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

In order to do this, we need to teach the children the expectations and the routines.

Our Pupils will be taught and know the following expectations and routines and appropriate adaptations will be made for children with SEND in line with their PLP or EHCP.

Respectful – Manners

- Know that you should always say 'please' when you are asking for something.
- Know that you should always say 'thank you' when you receive something or someone does something nice for you.
- Know that you should let any waiting adults through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is polite to give eye contact to the person you are talking to if you are able to do so.
- Know that it is important to show gratitude to others by thanking people for what they have done for you.
- Know that if you respect someone, you have a good opinion of their character or ideas.
- Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Uniform

- Know that we wear full uniform and it is worn correctly.
- Know that long hair must be tied up.
- Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately.
- Know that we can wear a watch and no other jewellery.
- Know that we can wear a small pair of studs but these must be taken out or covered up for P.E.
- Know to bring correct PE kit as appropriate

Assembly

- Know that we enter/exit in silence and we walk into/out of the hall
- Know that we listen to the music of the week in silence.
- Know that we stand to find our sitting space in the hall and wait to be told to sit down.
- Know that we stand in the hall with our feet apart to ensure there is enough space to sit.
- Know that we sit cross-legged with a straight back and empty, still hands.
- Know that we face the assembly leader and face forwards with eyes on the speaker.
- Know that we listen in silence and contribute when asked to.
- Know to follow the 3, 2, 1 stop, to regain focus on the assembly leader.
- Know that we use manners when speaking in assembly.
- Know that we participate actively – singing etc.
- Know which exit we leave the hall from leaving line at a time.
- Know that the first person in the line will hold the door open for our peers and join the class at the end.

Moving around school (Marvellous Movement)

- Know that we walk around school in silence on the left.
- Understand that we walk in silence so we don't disturb others.
- Know that we walk in a straight line.
- Know that we line up in our agreed line order.
- Know that we are polite and courteous to adults / other children with a greeting.
- Know that we open doors for others.
- Know that we pick up litter, coats and resources if on the floor or untidy.
- Know that we knock and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)

Moving up and down the stairs

- Know that we move on the left in a single file line.
- Know that we move sensibly up and down the stairs holding on.
- Know that we move quietly.
- Know that we climb down every step.

Dining Room

- Know that we wash hands before eating
- Know that we raise our hand to get adult attention
- Know that we line up and wait to be told to enter the dining room.
- Know that we walk in the dining room sensibly.
- Know that if we have eaten a school dinner, we collect own rubbish and put in bin.
- Know that if we have eaten a packed lunch, we take wrappers home.
- Know that we clear away our table space, cutlery, plate, cup and leave tidy.
- Know that when almost half the year have finished their lunch the adult will ask a line at a time, to line up to walk out of the hall.
- Know that once we have finished our lunch, we can put our hand up and ask to be dismissed and join the rest of our year group.

Attendance and Punctuality

- Know that we must try to attend school every day.
- Know that we must try to arrive at school on time every day.
- Know that we attend school on time every day is important so that we don't miss important learning

Ready to Learn

- Know how to follow the whole school stopping strategy:
 - '3' stop what you are doing
 - '2' everything out of your hands
 - '1' eyes on the front/eye contact with adult, with no noise.
- Know how to use the class stopping strategies. E.g. clapping, tambourine, rhymes etc...
- Know what being ready to **learn** looks like:
 - Look and track the teacher
 - Empty hands
 - Ask and answer questions
 - Respond appropriately
 - Nod to show understanding
- Know that we have good sitting posture:
 - Ensure all feet are on the floor
 - Tummy Near Table
 - Bottoms in the Back of their Chair
- Know that we keep our workspaces /resources tidy (before/during/after work)
- Know that we treat equipment appropriately and with respect

- Know how to be ready for the lesson e.g. had a drink, toilet break etc.
- Know that we walk to the line sensibly
- Know that we place chair under the table when leaving our seat
- Know that we walk in a quiet, calm manner around the classroom with permission from the adults in school

Moving to the line (In class) Lining Up

- Know that we walk to the line sensibly one group at a time.
- Know that we line up in the order established in the classroom.
- Know that we place our chair under the table when leaving our seat.
- Know that we walk in a quiet, calm manner
- Know that we place our arms by our side
- Know that we face forward
- Know that we stand sensibly
- Know that we line up in silence
- Know that we walk in single file

Presentation in Books

- Know how to set out our work in our books.
- Know we take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc...
- Know to follow the presentation visuals at the front of the class.
 - EYFS and KS1 – Stickers with Date and LO
 - Year 3 to 6 – Date, Underline, Miss a Line, Title, Underlined, Miss a line.

Adaptations will be made for pupils with SEND.

Communal Areas

- Know that we are respectful of the learning environment
- Know that we move around quietly so we don't disturb children and adults that are working.
- Know to take care of displays when lining up.
- Know to hold the doors open for each other.
- Know to place all litter in a dustbin, do not just walk past.
- Know that we pick up coats and place back on pegs.

POP Playtime Expectations

- Know that we must walk from our classroom to the playground using Marvellous Moving.
- Know the POP 3 Expectations.
 - To be ready to play.
 - To be kind and respectful.
 - To be safe.
- Know that we must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that we must be kind, by including people in our games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that when the tidy up whistle blows, we stop what we are playing and help tidy up the school playground.
- Know that we keep the POP shed tidy by putting things away.
- Know that, when the second whistle is blown, we must line up in our lining up order quickly.

Wet Play Expectations

- Know that we must be in our own classrooms sitting down playing quietly
- Know that we must ask to use the computers and only use teacher approved apps or software.
- Know that we must share the equipment with others

- Know that everything is tidied away and we are ready to learn at the start of the lesson.
- Know that we must only use the agreed equipment and games

Behaviour Outside of School

- Know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully.
- Know that we should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
- Know how to stay safe online and use technology sensibly and safely.
- Know who to go to for help and support.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

Relationships

At Parklands, we know that positive relationships are essential. Transition to new classes and new teachers is well planned. The children have an opportunity to spend time with their new teachers and induction into their new year groups reminds children of the expectations. During the first few weeks of school the children have getting to know you time activities, team building. The expectations of the teacher and school staff are set.

All adults in school will model the behaviours expected of the children and all adults will remind children of these expectations at all times.

Behaviour and Mental Health

At Parklands Primary School, we prioritise mental health and are committed to creating a thoughtful and supportive environment for our pupils. We work closely with the NHS to provide comprehensive mental health support, recognising the strong link between mental health and behaviour. By integrating mental health education into our curriculum and providing targeted interventions, we help pupils develop resilience, self-regulation, and pro-social behaviour. Our approach includes regular mental health awareness activities, access to school-based mental health professionals, and collaboration with external agencies to ensure that every child receives the support they need to thrive both academically and emotionally.

Teaching Behaviour and Supporting Neurodiversity

At Parklands Community Primary School, we understand that behaviour needs to be taught, just like any other aspect of the curriculum. We are committed to:

Teaching Behaviour: Explicitly teaching the behaviours we expect to see, using a variety of methods including modelling, role-playing, and positive reinforcement.

Recognising Neurodiversity: Acknowledging and valuing the diverse neurological make-up of our pupils. We provide tailored support to help all children understand and meet behaviour expectations.

Supportive Environment: Ensuring that staff are equipped to understand and respond effectively to pupils' struggles, fostering a supportive and inclusive environment.

ELSA and Learning Mentors: Providing additional support through Emotional Literacy Support Assistants (ELSA) and Learning Mentors to help pupils develop emotional resilience and cope with challenges.

Team Teach

The positive behaviour management strategies that Team Teach develops and promotes the use of de-escalation techniques for dealing with difficult and dangerous behaviour which reduce the need for physical intervention.

Other Curriculum Links Supporting our Behaviour Curriculum

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.

5 Ways to Wellbeing	Expressive Arts	Educational Visits	Co-curricular clubs	Community Work and Charity Work	Physical Education & Fitness	Leadership Opportunities.
Residential Visits	RSE	Enrichment Opportunities	The Arts	Computing	Forest School	School Ambassadors

Embedding the Behaviour Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected.	Revisit learning behaviours and expectations	Revisit learning behaviours and expectations	Revisit learning behaviours and expectations	Revisit learning behaviours and expectations	Revisit learning behaviours and expectations - Teach routines and expectations explicitly as part of transition activities.