



Buckden C.E. Academy Behaviour Curriculum



Our School Vision

Every child is loved by God and is educated for wisdom, aspiration and global citizenship, to thrive in our community through a culture of dignity and respect.

Their gifts, talents and wellness are cultivated with knowledge and skills to live life purposefully in all its fullness. In faith we 'act' 'For nothing will be impossible with God'. (Luke 1:37)

Behaviour Vision:

'Adherence to the behaviour curriculum will help all our children develop respectful, positive relationships with and a healthy attitude to the people in the world around them. Our children will develop the skills required to promote self-esteem and aspirations to be a good Global Citizen who will protect the planet and the people who live there.'

Aims

At Buckden Primary we owe it to our children to teach good behaviours and to not just expect good behaviour. A child's behaviour is impacted by their ability to communicate their thoughts and emotions and by their life experiences. As a school, we aim to consider this at all times and to not react to a behaviour without considering the child. All behaviours are dealt with in a way that repairs the effects of an incident and endeavours to reduce negative behaviours in the future.

Our aim is to equip each child with the knowledge and skills that they need to develop to be well-mannered, respectful, empathetic, resilient, kind and ambitious individuals.

At Buckden Primary we aim to:

- Create a safe and friendly learning space steeped in respect
- Use a clear approach to behaviour rooted in positive relationships
- Give every incident restorative time for reflection and discussion to take place
- Ensure all adults behave as respectful role models for our children

Intent

At Buckden, we intend for everybody to appreciate the importance of our Christian Values: Agape (unconditional love), Courage and Thankfulness. Our Christian ethos ensures that our children know God and everybody in their community love them unconditionally. As individuals we should love and care for those around us. Courageous attitudes will help us all to be our best selves even in difficult times and to try our best to learn at all times. Thankfulness for their experiences and family, helps our children to become happier, positive and content individuals. Thankfulness teaches us to respect what we have including the people around us, what we are lucky to receive and the planet on which we live.





How our Christian Values agape, courage, thankfulness (ACT) link to our Buckden School Values: determination, equity, friendship, respect, excellence and inspiration are core values promoted by an overarching climate of Agape, Courage and Thankfulness. When our children display the Buckden Values their valued behaviours are praised and they receive a postcard to be proud of.

Agapé

Agape (unconditional love) sets the foundation for treating others with **respect** and nurtures relationships and **friendships**. When grounded in agape, **equality** becomes more than fairness-it reflects genuine care for others' dignity and inclusion.



Rosa Respect



Freddie Friendship



Ediz Equality

Courage

Courage is the catalyst to enable our children to face adversity, to step outside their comfort zones and achieve **excellence**. To be courageous is essential in overcoming inevitable setbacks on the path to excellence. Courage fosters resilience, and helps our children to become **determined** individuals.



Ella Excellence



Danny Determination

Thankfulness

By being thankful, our children will acknowledge the value of others' contributions to their lives. Gratitude and **respect** creates an uplifting environment where **inspiration** thrives. Being thankful and respectful often leads to shared inspiration, as both giver and receiver feel valued and motivated.



Rosa Respect



Izzy Inspiration





Implementation

Our school community responsibilities

All members of the School Community: families, visitors, governors, teachers, support staff, lunchtime staff, site maintenance and cleaning staff, kitchen staff and office staff and our amazing children are jointly responsible for making our learning environments respectful and safe places to be.

Our Positive Relationship Policy is based on an expectation of good behaviour and positive relationships within a secure, caring and inclusive environment supported by a therapeutic approach.

The Principles underpinning the Positive Relationship Policy are:

- Everyone should give and receive respect
- Everyone should be treated with courtesy and consideration
- Everyone has a contribution to make by setting a personal example
- Everyone should try their best in lessons and behave courteously
- Everyone is an individual and that individuality must be seen as an essential and important part of each person
- The prosocial aspects of an individual's personality should be praised and developed
- Any expectations of others will be reasonable and achievable
- Everyone should be treated with fairness and consistency of approach in all situations.
- Children should be taught how to behave and this should be modelled by adults around them

Communication of Behaviour Policy Children are taught/re-taught the Positive Relationship Policy/Behavioural Flow Chart termly with the reminders of the expectations

Positive Points

When at Buckden Primary, you will hear positive praise at all times and valiant efforts and excellent work are recognised with Positive Points (PP).

Restarts and Restorative conversations

The procedure of how behaviour needs are met when something goes a bit wrong is clearly described in a child friendly flowchart (Appendix 1.) A restart is an opportunity to have a constructive, supportive discussion to help a child to understand the consequences of their action on others and how to repair any damage caused e.g. on someone's feelings. Incidents are fully





explored to allow the children to be heard and to identify the truth in a situation. The Restorative conversations will discuss the following: Educational Consequence – the restorative conversation / social classes etc. Communication – what was the child trying to communicate by their actions Future strategy (most important) – should triggers or situation arise again which strategies can be applied to generate a more positive outcome.

Behaviour and Attitude interventions-Positive Relationship Classes

Behaviour and Attitudes interventions (social classes) are run for small groups of children displaying the same behavioural needs meet with a member of staff for a short behaviour intervention once a week for six weeks. This could be for example, if children are more physical than is expected then they will meet to discuss why this is not helpful and learn strategies to stop this from happening again.

Emotional Regulation

Big feelings can lead to big behaviours. Children at Buckden are encouraged to identify a safe space to go to if they ever experience a big emotion. De-escalation scripts are deployed to help a child to cope in a heightened emotional state and strategies are utilised on an individual basis. Behaviours can result from intense feelings and at Buckden we recognise this is unavoidable.

Classroom learning behaviour

Class charters are made between the children and their teacher during Transition Week, the charter is a list of class rules made by the children that they then sign to say they will adhere to their own rules. The charters reflect the Rights Respecting Curriculum.

PSHE curriculum

Currently we use Cambridgeshire PSHE Curriculum which has been sequenced with our Global Learning curriculum, making links where possible. The children have explicit teaching weekly including annual SRE, Citizenship, Digital Lifestyle, Financial Capability, Healthy and Safer Lifestyles and Myself and My Relationships units. In addition, we respond to circumstances and immediate need of pupils for example additional anti-bullying, online safety or personal safety content as we identify gaps. We take part in raising awareness days selecting them in response to pupil/ cohort/ year group needs. **Safeguarding curricular** are part of the PSHE curriculum too e.g. Road and rail safety (including out of school visits, bike-ability, work with police officers in the community) Poolside and water safety through swimming lessons, Fire awareness (including visits from the local fire service).

Our Rights Respecting Curriculum

In 2024 we were awarded Silver Status for the UNISEF Rights of the Child. The children are taught about the rights, make links across our curriculum and are empowered with the knowledge of what their rights are can then take action to ensure they help others to





access those rights. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

- Children are healthier and happier
- Children feel safe
- Children have better relationships
- Children become active and involved in school life and the wider world

Global Neighbours

Provides an opportunity to put positive behaviour, attitudes and values into practice to perform an action to help a worthy cause.

Courageous Advocacy

Children who show valiant examples of upholding all of our Christian and school values to perform acts of extreme principled action for the good of others, are recognised by a Courageous Advocacy award.

Anti-Racism programme

At Buckden Primary, we think it vitally important to explicitly teach the meaning of race, racism, unconscious bias and anti-racism. Our children are taught that racism is unacceptable and cultural differences should be respected at all times and celebrated.

SEND

All pupils are encouraged to behave in a positive manner and to follow the school's Christian motto of ACT. As all behaviour is a form of communication, some SEND children can sometimes present different behaviours, especially when they are dysregulated, which may become a barrier to their learning. When pupils experience episodes of dysregulation; staff will speak with them to discover the root cause (triggers) for their dysregulation, encourage SEND pupils to develop their communication skills and to collaboratively generate new strategies to use. Where appropriate parents will be invited in to discuss key triggers and strategies along with the pupil and class teacher.

Acceptance

In our school, we have a significant proportion of children who have big feelings and at times display detrimental behaviours in classrooms. Within our school community. We encourage a climate of acceptance and understanding and help our children to understand that we have all had different positive and negative experiences and at times have helpful and unhelpful feelings. We also try to help children understand that their actions impact others and that the learning environment should be protected.





Language update

Valued behaviours - Behaviour held in high regard by an individual, the community or the environment.

Detrimental behaviours – Behaviour that hurts or hinders an individual, the community or the environment.

British Values:

Democracy-Our children are confident to express an opinion

Rule of Law-Our children understand the reasoning behind school rules

Individual Liberty-Our children understand that they have choices and respect others' rights.

Mutual Respect-Our children respect others regardless of difference.

Tolerance of those with different faiths-Our children understand diverse religions





Corridor behaviour

Behaviour in corridors should be quiet and respectful to learners at all times.

Lunchtime behaviour

- Peer mediators (currently being trained) assume support roles at lunchtime. Peer mediators encourage children to play positively and with empathy at all times and endeavour to facilitate conflict resolution.
- Lunch monitors take responsibility for cleaning and organising the lunch hall. They wipe tables, scrape plates, serve water and help younger children when needed. Monitors respect the food prepared by our lunch staff and ensure the other children do too.
- Lunchtime supervisors will follow a script that uses positive language when speaking to pupils about their behaviour

Our future selves

- **Life Skills Training:** Our behaviours and values shape our characters. Our characters can be further enhanced by elevating skills relevant to how we perform in the classroom, on the sports field, on the stage and eventually in the workplace. Skills including Aiming High, Staying Positive, Speaking, Listening, Teamwork, Leadership, Creativity, and Problem Solving are all essential skills to be a good employee. These skills are actively taught at Buckden following a Skill Builder Curriculum. Speaking and listening skills ensure we are effective communicators, whilst Creativity and Problem solving skills ensure innovation continues, Aiming High and Staying Positive ensure progress through resilience and Teamwork and Leadership skills are essential for cohesive happy workplaces,
- **Careers related Learning:** To help our children understand the possibilities for their futures we teach them about a full range of careers. Ensuring we avoid gender stereotyping, explaining careers and future possibilities inspires our children to be determined to adopt positive behaviours to ensure successful futures.
- **Custodians of Planet Earth:** Our School Curriculum based on the Sustainable Development Goals, educates our children to appreciate the importance of looking after our planet. Our curriculum value 'Think It, Believe it, Live it' encourages the children to develop as custodians of the planet. A respect for the planet entwined with problem solving skills will contribute to solutions to environmental problems in the future. Collaborative skills will ensure group efforts to protect the planet and leadership will allow future generations to take initiatives to ensure a sustainable future.





Skills Builder Curriculum

| Skill Group | EYFS | KS1 | Lower Key stage 2 | Upper Key stage 2 |
|--------------------|---|---|--|---|
| Speaking | I speak clearly to someone I know. | I speak clearly to a small group of people I know. | I speak effectively by making points by a logical order. I speak clearly to individuals and small groups I do not know. | I speak effectively by thinking about what my listeners already know. I speak effectively by using appropriate language. I speak effectively by using appropriate tone, expression and gesture. I speak engagingly by using facts and examples to support my points. |
| Listening | I listen to others without interrupting | I listen to others and can remember short sentences. I listen others and can tell someone else what it was about | I listen to others and can tell why they are communicating with me. I listen to others and record important information as I do I show I am listening by using eye contact and body language. | I show I am listening by using open questions to deepen my understanding. I show I am listening by summarizing or rephrasing what I have heard |
| Aiming High | I know when I am finding something too difficult. | I know what doing well looks like for me | I work with care and attention to detail. I work with pride when I am being successful | I work with a positive approach to new challenges. I set goals for myself. I set goals informed by an understanding of what is needed. |





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| | | | | I set goals, ordering and prioritise tasks to achieve them |
| Staying positive | <p>I can tell when I feel positive or negative.</p> <p>I can tell when others feel positive or negative</p> | <p>I keep trying when something goes wrong.</p> <p>I keep trying and stay calm when something goes wrong</p> | <p>I keep trying when something goes wrong and think about what happened.</p> <p>I keep trying when something goes wrong, help cheer others up and encourage others to keep trying too.</p> | <p>I look for opportunities in difficult situations.</p> <p>I look for opportunities in difficult situations, and share these with others</p> |
| Creativity | I imagine different situations | <p>I imagine different situations and can say what I imagine.</p> <p>I imagine I imagine different situations and can bring them to life in different ways</p> | <p>I generate ideas when I've been given a clear brief.</p> <p>I generate ideas to improve something</p> <p>I generate ideas by combining different concepts</p> | <p>I use creativity in the context of work.</p> <p>I use creativity in the context of my wider life.</p> |
| Problem Solving | <p>I complete tasks by following instructions</p> <p>I complete tasks by finding someone to help if I need them</p> | <p>I complete tasks by explaining problems to someone for advice if I need.</p> | <p>I complete tasks by finding information I need myself.</p> <p>I explore problems by creating different possible solutions</p> | <p>I explore problems by thinking about the pros and cons of possible solutions.</p> <p>I explore complex problems by identifying when there are no simple technical solutions.</p> <p>I explore complex problems by building my understanding through research</p> |
| Teamwork | I work with others in a positive way. | I work well with others by being on time and reliable. | I work well with others by supporting them if I can do so. | I work well with others by understanding and respecting diversity of |





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| | I work well with others by behaving appropriately | I work well with others by taking responsibility for completing my tasks | I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds. I contribute to group decision making | others' cultures, beliefs and backgrounds. I contribute to group decision making, whilst recognising the value of others' ideas I contribute to group decision making, encouraging others to contribute |
| Leadership | I know how I am feeling about something | I know how to explain my feelings about something to my team | I know how to recognise others' feelings about something. I manage dividing up tasks between others in a fair way. | I manage time and share resources to support completing tasks. I manage group discussions to reach shared decisions. I manage disagreements to reach shared solutions. I recognise my own strengths and weaknesses as a leader |





School Routines

| Routine | EYFS | KS1 | Lower Key stage 2 | Upper Key stage 2 | Ultimate expectations |
|-----------------------|--|--|---|--|--|
| Learning behaviour | Children are able to listen to their teachers for short amounts of time and learn to try not to call out. | Children are able to listen to their teachers for more extended amounts of time and are learning that calling out is not acceptable. | Children are able to listen to their teachers and understand that calling out is not acceptable with only occasional reminders. | Children are able to listen to their teachers and understand that calling out is not acceptable. | <ul style="list-style-type: none"> • To know we focus in class • To know we listen to our adults and peers in class • To know we do not call out • To know we show kindness to others in class |
| Classroom behaviour | Children are learning what a transition is and how to move between an activity and the carpet. | Children are learning how to transition between an activity and the carpet in a timely manner. | Children are expected to transition between an activity and the carpet in a timely manner with occasional reminders. | Children are expected to transition between an activity and the carpet in a timely manner. | <ul style="list-style-type: none"> • To know we should be ready to learn when entering the classroom • To know we respect our learning environment • To know we transition in a timely manner |
| Collective Worship | Children will join Collective Worship when they are ready to sit for 20 minutes showing respect to others. | Children know that during Collective Worship we sit and listen respectfully with occasional reminders. | Children know that during Collective Worship we sit and listen respectfully. | Children know that during Collective Worship we sit and listen respectfully and set a strong example to the younger children. | <ul style="list-style-type: none"> • To know we respect our Collective Worship environment • To know we enter Collective Worship quietly • To know we enter Collective Worship with our hands out of our pockets • To know we sit quietly in Collective Worship |
| Playground behaviours | Children learn to play amongst the other children and to stop playing when the whistle sounds. | Children learn to play amongst the other children kindly and to stop playing when the whistle sounds. | Children play amongst the other children kindly and stop playing when the whistle sounds. Children line up quietly and respectfully ready to enter the classroom. | Children play kindly and stop playing promptly when the whistle sounds. Children line up quietly and respectfully ready to enter the classroom setting a good example to younger children. | <ul style="list-style-type: none"> • To know we show everybody kindness at all times • To know we keep our hands to ourselves when playing • To know we ask for a toilet tag when we need to enter the building to go to the toilet • To know we put our rubbish in a bin • To know we stand still and be quiet when the whistle blows • To know we do not go on the playground unless there is an adult there |





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|---------------------|--|---|--|---|--|
| Dinner hall | Children are learning to say please and thank you when collecting their school dinner. | Children say please and thank you when collecting their school dinner and use manners whilst eating. | Children say please and thank you when collecting their school dinner and eat their food respectfully. | Children respect the food that has been prepared for them and eat respectfully setting a good example at all times. | <ul style="list-style-type: none"> • Know that we wash hands before eating • Know that we use a quiet voice and talk to the children opposite or adjacent to them only • Know that we line up – one behind the other, quietly. • Know that when eating, we stay in our seats facing our food • Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) • Know that we chew with our mouths closed • Know that we say please and thank you • Know that we put our hand up for adult attention • Know that we walk in the dining room • 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 we ask an adult to leave the dining room |
| Corridor behaviour | Children are learning that we walk in corridors and try to use quiet voices. | Children understand that we walk in corridors and use quiet voices but need reminders to help them to achieve this. | Children understand that we walk in corridors and use quiet voices. | Children understand that we walk in corridors and use quiet voices and realise they are role models for younger children. | <ul style="list-style-type: none"> • Know that we walk in the corridors • Know that we use quiet voices • Know that we hold a door open for the next person • Know that we don't stay in the corridors • Know that we don't lean on the walls if queuing in the corridors |
| Community Behaviour | Children are learning to walk safely in the community and to use manners. | Children walk safely in the community and use manners at all times. | Children walk safely in the community and use manners at all times representing their school. | Children display excellent behaviour at all times when representing their school in the community. | <ul style="list-style-type: none"> • Know that we are respectful to the general public if we walk around Buckden • To know we walk in pairs and stay on the pavement when we walk through the village • To know we use our manners when in the community • To know we stay with our adults when in the community • To know we respect other's property when in the community |





School Values and related Vocabulary - Mood Meter

| | Determination | Excellence | Inspiration | Equality | Friendship | Respect |
|-----------|--|--|---|--|--|--|
| EYFS | To settle into school. | To understand what we are capable of. | To be brave and positive at school. | To start to understand everyone deserves the same chances. | To learn how to make a friend. | To begin to understand what respect means. |
| | careful, | understanding, , | tidy, | help, | kind, sorry, left out, | please, thank you, listen, |
| KS1 | To be able to approach a more formal school day in a positive way. | To show what we are capable of in our learning. | To do their best to be a good learner and to help others to do the same. | To respect that everybody should be helped to succeed. | To learn how to treat a friend. | To know that respectful behaviour means to follow the rules and to be kind. |
| | confident, | proud, consequence | creative, manners, actions, role model | helpful | gentle, patient, caring, accepting, | respect, grateful, thankful, |
| Lower KS2 | To be our best selves to be able to learn as much as we can. | To take responsibility of our learning to produce our best work. | To self-motivate to produce inspirational outcomes. | To respect and begin to act to help everybody to succeed. | To learn how to keep a friend | To display inherent respect for people, equipment, themselves and the planet. |
| | effort, comfort zone, | pride, encourage, | inspire, positive, | inclusion, equality, | empathy, sportsmanship, forgiveness, | honest, |
| Upper KS2 | To build on our previous school years to accomplish everything possible. | To work to the highest standard at all times. | To recognise opportunities to show exemplary behaviours and attitudes to inspire others to do the same. | To know how to help everybody to succeed. | To learn how to value a friend. | To understand the importance of inherent respect for people, equipment, themselves and the planet. |
| | power, self-regulation, | consistent(ly), growth mindset, risk-taking, | influence, responsibility, opinion, intellectually curious | excluded, equity, | Wronged, boundaries, compassionate, interactions, tolerant, | Receptive, appreciation, |





School Values and related Emotional Literacy Vocabulary

| | Determination | Excellence | Inspiration | Equality | Friendship | Respect |
|--|--|--|---|--|---------------------------------|--|
| EYFS | To settle into school. | To understand what we are capable of. | To be brave and positive at school. | To start to understand everyone deserves the same chances. | To learn how to make a friend. | To begin to understand what respect means. |
| happy, sad, angry, scared, tired, excited, love, crying, smiling, laughing, calm, sharing, kind, shy, worried | | | | | | |
| KS1 | To be able to approach a more formal school day in a positive way. | To show what we are capable of in our learning. | To do their best to be a good learner and to help others to do the same. | To respect that everybody should be helped to succeed. | To learn how to treat a friend. | To know that respectful behaviour means to follow the rules and to be kind. |
| Joyful, lonely, proud, confused, frustrated, brave, nervous, upset, caring, friendly, silly, sorry, embarrassed, safe, unfair | | | | | | |
| Lower KS2 | To be our best selves to be able to learn as much as we can. | To take responsibility of our learning to produce our best work. | To self-motivate to produce inspirational outcomes. | To respect and begin to act to help everybody to succeed. | To learn how to keep a friend | To display inherent respect for people, equipment, themselves and the planet. |
| disappointed, grateful, overwhelmed, respected, ashamed, jealous, hopeful, curious, anxious, peaceful, appreciated, misunderstood, determined, compassionate | | | | | | |
| Upper KS2 | To build on our previous school years to accomplish everything possible. | To work to the highest standard at all times. | To recognise opportunities to show exemplary behaviours and attitudes to inspire others to do the same. | To know how to help everybody to succeed. | To learn how to value a friend. | To understand the importance of inherent respect for people, equipment, themselves and the planet. |
| optimistic, pessimistic, resilient, insecure, overconfident, empowered, humiliated, vulnerable, empowered, agitated, guilty, regretful, relieved, envious, inspired | | | | | | |





Impact

- Our behaviour team, including a member of SLT, class teachers, an EYFS leader, a pastoral lead and a link governor are committed to ensuring that children have the opportunity to be happy, safe and to better themselves on a daily basis.
- All stakeholders monitor behaviour at all times to ensure we have a true picture of the behaviour in all areas of our school.
- The careful logging of incidents will help us to monitor behaviours and to respond accordingly to further ensure, our school is a safe and positive experience for all.
- Disadvantaged children, children with English as an additional language, children with SEND and all ethnicities, should feel welcomed and included in our school community. The constant strive to aim high and to be a part of a respectful, kind, well-mannered but determined school will produce a future ready generation to be responsible custodians of our planet.

A message from our Headteacher

