



# Penponds Behaviour Curriculum

At Penponds, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our school curriculum has been designed to build our pupils' character, preparing them for a successful future, with our focused behaviour curriculum at the heart of this.

## Rationale:

Successful relationships are underpinned by a positive ethos which is promoted in school culture; a culture which demands high expectations of staff and pupils. We focus on the world we live in and the rights for all children (as detailed in the United Nations Convention on the Rights of the Child); Britain – the country we live in and the British Values for our home country; and the school we learn in and the values important and specific to us here.

### The World - Rights for all children Children's Rights as chosen by Penponds Children from the UNCRC

- Article 12 - Right to a Voice
- Article 15 - Right to meet with friends and join clubs
- Article 28 - Right to an education
- Article 29 - Right to be the best you can be
- Article 31 - Right to relax and play.



### In Britain – the country we live in British Values



- Democracy
- The Rule of law
- Tolerance of those of different faiths and beliefs
- Mutual Respect
- Individual liberty

### Our School Values Penponds

- Curiosity – Curiosity Cat
- Creativity – Creative Chameleon
- Confidence – Confident Camel
- Kind and Caring – Kind and Caring Koala



We aim to create a culture of exceptionally good behaviour for learning, for community and for life. We aspire to build a community which values all of the above for ourselves and each other, whilst helping learners to take control of their behaviour. We encourage pupils to value the diversity in our community, whilst becoming active and responsible citizens who contribute to society. Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community that are built on trust and understanding. We believe, as children practise these behaviours, overtime they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "we are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

## Teaching Approach





- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.
- Teachers will demonstrate behaviours and ensure pupils have many opportunities to practise behaviours and routines.
- The behaviour curriculum is taught explicitly during the first week of the autumn term alongside curriculum subjects.
- The behaviour curriculum is taught throughout the academic year through whole school assemblies and our Jigsaw PSHE programme.

## Hidden Curriculum

At Penponds, the hidden curriculum plays a significant role in shaping the behaviour curriculum and overall educational experience of our students. While our explicit teaching of outstanding behaviour forms an integral part of our intent, we recognise that the hidden curriculum, consisting of the unspoken values, norms, and social expectations, also greatly influences our pupils' development. Through our school curriculum, which aims to build character and prepare students for a successful future, the hidden curriculum subtly reinforces the importance of empathy, respect, and integrity. It permeates the school environment, from the interactions between staff and students to the informal social dynamics among peers. By aligning the hidden curriculum with our behaviour curriculum, we ensure that our students receive consistent messages and acquire the essential skills and qualities needed to navigate the challenges of life beyond the classroom.







Our behaviour curriculum is designed to be accessible for pupils from EYFS to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs - we aspire for every child to succeed. However, we recognise that there are times where the curriculum needs to be reasonably adjusted to meet individual children's needs. The following programmes are used to provide additional support when necessary.

## Imbedding the Behaviour Curriculum

<b>Rights Respecting Schools Award</b> 	<b>Picture News</b> 	<b>Price</b> 	<b>Trauma Informed School</b> 
<p>The Rights Respecting Schools Award puts children's rights at the heart of school life in the UK. Using the UN Convention on the Rights of the Child (UNCRC) as our guide, we explicitly teach children about their rights and strive to embed these values in daily school life and give children the best chance to lead happy, healthy lives and to be responsible, active citizens.</p>	<p>Picture News supports our PSHE curriculum through assembly time, by sharing current news events so children learn about their world as it is happening now. It allows opportunities for children to develop independence, resilience, respect and unlock their own drive and passion for learning. It engages children to realise they can have an impact; their voice can be heard to give meaning and purpose, closely supporting British Values and Rights.</p>	<p>The positive behaviour management strategies that Price promotes include an emphasis on team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour. These practises reduce the need for physical intervention.</p>	<p>1:1 sessions with our in-house Trauma Informed Schools Practitioner support children who have experienced trauma or face challenges with their mental health. These sessions aim to overcome barriers to learning. Motional is a tool that is used to assess and support all children across the school.</p>

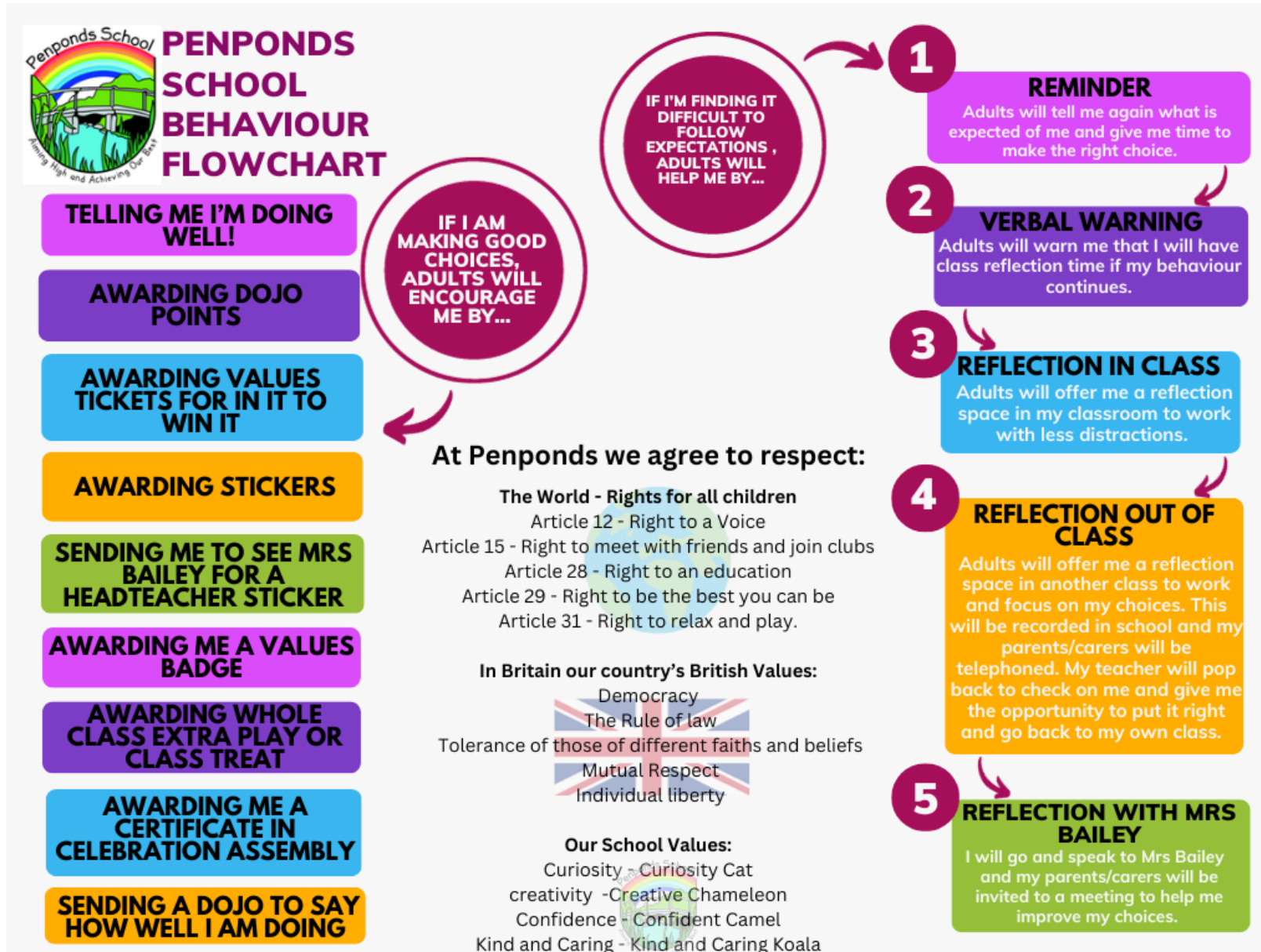
We ensure that behaviour and attitudes are developed through the delivery of our curriculum subjects and through specific learning opportunities. The table below highlights where behaviour and attitudes are taught across the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SLT Focus:</b>	Behaviour for Learning	Lunchtime Rules and Routines	Behaviour for Learning	Respect for all	Lunchtime Rules and Routines/Manners	Out and about
	<p><b>Behaviour Bootcamp</b> and ongoing, explicit teaching of behaviour</p> <p><b>Routines and expectations</b> – see specifics at end of this document</p> <p><b>Presentation focus – handwriting, spelling layout</b></p> <p><b>Rights Class Charter</b></p> <p><b>Rights School Charter</b></p> <p><b>Around School</b></p> <p><b>Line up</b></p> <p><b>Assemblies</b></p> <p><b>Behaviour policy – Child friendly flow chart. Full policy with Y5/6</b></p> <p><b>Rewards</b></p>	<p><b>Revision of routines and expectations from Autumn 1</b></p> <p>Teachers to recap as necessary SLT to identify any areas for development</p> <p><b>Manners – role play and language (sentence stems and phrases)</b></p> <p><b>Respect of lunchtime area and wet play expectations</b></p> <p><b>Family dining rules</b></p> <p><b>Behaviour for learning</b> - right to an education (A28); right to be the best you can be (A29) Universal Children's Day (20/11)</p>	<p><b>Behaviour Reboot – as Autumn 1. Reteach, reignite and revisit.</b></p> <p>Teachers to recap as necessary SLT to identify any areas for development</p> <p><b>Respect for ALL people</b></p> <p><b>Presentation focus – handwriting, spelling layout</b> – Handwriting Day (23/01)</p>	<p><b>Revision of routines and expectations Classroom Routines</b> Teachers to recap as necessary SLT to identify any areas for development</p> <p><b>Respect of equipment and environment</b></p> <p><b>Respect for ALL people</b></p> <p><b>Manners</b></p> <p><b>Respect of lunchtime area</b></p> <p><b>Family dining rules</b></p> <p><b>Behaviour for learning</b> - right to an education (A28); right to be the best you can be (A29)</p>	<p><b>Behaviour Reboot – as Autumn 1. Reteach, reignite and revisit.</b></p> <p>Teachers to recap as necessary SLT to identify any areas for development</p> <p><b>Behaviour for exciting situations – residential, sports day.</b></p> <p><b>How to be a role model and good ambassador for Penponds.</b></p>	
<b>School Value</b>	Confidence Confident Camel	Kind and Caring Kind and Caring Koala	Curiosity Curiosity Cat	Creativity Creative Chameleon	All school values: Confidence, Kind and Caring, Curiosity and Creative	
<b>Assembly Themes</b>	<p><u>Picture News – Rights and British Values</u> <u>Confidence</u> Roald Dahl Story Day(13/09) Rosh Hashanah (15-17/09) Young Mental Health Day (19/09)</p>	<p><u>Picture News – Rights and British Values</u> <u>Kind and Caring</u> Bonfire Night (5/11)-safety Remembrance Day (11/11) Diwali (12/11) Anti-bullying week – odd socks day(13/11)</p>	<p><u>Picture News – Rights and British Values</u> <u>Kind and Caring</u> Martin Luther King Day (15/01) World Religion Day (21/01) Handwriting Day – pen licences (23/01)</p>	<p><u>Picture News – Rights and British Values</u> <u>Creativity</u> Women's History Month -March St Piran's Day 05/03 World Book Day 07/03 International Women's Day (8/03)</p>	<p><u>Picture News – Rights and British Values</u> <u>All School Values</u> <u>Move more month – April</u> End of Ramadan (08/04) World Art Day (15/04) Stephen Lawrence Day 22/04 (Y5/6)</p>	<p><u>Picture News – Rights and British Values</u> <u>All School Values</u> Pride Month – June Child Safety Week (03/06) World Environment Day (05/06) Father's Day (16/06) Windrush Day (22/06)</p>

	International Day of Peace (21/09) European Day of Languages (26/09) Black History Month – Saluting Our Sisters World Animal Day (04/10) World Teacher's Day (05/10) World Mental Health Day (10/10) World Food Day (16/10) – (A24) World Values Day (19/10)	International Day for Tolerance (16/11) Children in Need (17/11) International Volunteer Day (5/12) Human Rights Day (10/12) Universal Children's Day (20/11)- Rights of the Child Christmas	International Day of Education – right to an education (A28 - 24/01) Robert Burns Night (25/01) Holocaust Memorial Day (27/01) National Storytelling Week (27/01) LGBT+ History Month (Feb) NSPCC Number Day (02/02) Children's Mental Health Week (05/02) Safer Internet Day (06/02)	British Science Week - 08/03 focus women in science Mother's Day (10/03) Start of Ramadan (10/03) International Day of Mathematics – women in Maths (14/03) Red Nose Day 17/03 Neurodiversity Week (18/03) Holi 25/03 Easter	Deaf Awareness Week (06/05) VE Day 08/05 International Day of Families (15/05)	Helen Keller Day (27/06) Armed Forces Day (29/06) World Youth Skills Day (15/07)
<b>Jigsaw PSHE</b>	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Online Safety Curriculum SMART Video Lessons   Childnet</b>	Safe 	Meeting 	Accepting 	Reliable 	Tell 	Be Smart with a Heart 
<b>Wider Community And School Events</b>	Aspiration Day Real-life Superhero visits Camborne Youth Council Conference Harvest Festival Reading Tea Parties	Sponsored Read Remembrance Service Children in Need Lantern Parade Choir to Memory Cafe Rocksteady Concert Diwali assembly Christmas Carol service – school and MAT Nativity performance	NSPCC Number Day Chartwell's Plastic Free and Healthy Food workshops	Rocksteady Concert Choir to Memory Café St Piran's Day Holi Red Nose and Spoon Colour Run	Trevithick Day Family picnic Sports Day RNLI Beach Safety	Family Festival Rocksteady Concert Residential Trips Bikeability Year 6 Leavers Show Global Borders Surf Day Car Show EYFS
<b>British Values</b>	<p>Taught throughout the year in Picture News assemblies and in explicit teaching sessions.</p> <p>Democracy The Rule of law Tolerance of those of different faiths and beliefs Mutual Respect Individual liberty</p>					

## Implementing the Behaviour Curriculum

The school's [Behaviour Policy](#) outlines our rewards and sanctions. This visual reminder of the school rules and Behaviour Flowchart is displayed in every classroom. Every classroom also has a class charter, where all sign up to agree to respect our school focused rights – Right to a Voice (A12); Right to be with friends and join clubs (A15); Right to an education (A28); Right to be the best we can be (A29) and Right to relax and play (A31).



## Behaviour Details to support Behaviour Curriculum and Flowchart

Behaviour	What to expect	Why it matters	Rewards	How to challenge
<b>Specific to Classroom</b>				
Sitting on the carpet/chair	Sitting with legs crossed or all legs of chair on floor Hands in lap or arms folded Listen to whoever is speaking and look at them (Look, Listen and Face – Magnet Eyes) Silent signals – Team Stop Signal, Talk To your Partner, 1, 2, 3 for transitions (1 stand, 2 move, 3 sit)	Listening helps us do our best learning  Safety  Right to an education – respecting own and other's rights to learn	Notice those sitting well and listening.  Smiles and silent non-verbal praises thumbs- up  I've noticed how hard you have tried...	Verbal and non-verbal reminders.  Time to practise.
Moving around the classroom and keeping the classroom tidy and organised	Year 1 upwards Asking permission. Stay in seat (children and adults) Drinks breaks at appropriate times with permission from the teacher While teacher is delivering input, no person (child or adult) is talking or moving around the classroom. Consider activities for close support during input – can they access the input? Can they focus on something else independently during the input so staff can listen to input and then deliver it at child's level after? Think inclusion, but appropriateness Clear up own mess and not ignore mess in the classroom. Always be helpful to clear up and tidy. Staff to model and tidy with the children to explicitly teach how to do it. Teach not tell.	Safety  Right to an education – respecting own and other's rights to learn  Pride in our environment  All (children and adults) to respect the need for focused quiet classrooms during input.	Praise those doing the right thing  Non-verbal praise – Silent Signals  Values cards/badge  Dojo points  Tidiest Table praises	Follow Behaviour Flowchart  Opportunity to try again and put it right  Ask the child to explain what they need to do.  Let me help you remember...  Time to tidy up in own time.
Presentation of work	Work completed to the best of their ability New page for a new piece of work unless less than half a page, then rule off and continue on same page. Stick in work neatly Use lines and squares as taught (tall, fall, short letters and 1 digit per box) Pencils unless told otherwise Rainbow Pencils for excellent presentation for younger children Pen Licences for excellent handwriting and presentation of older children. Green pen to be used for edit and redraft lessons. Clear task stickers used. All work to indicate support - Green, Red or Black stick people Date, title, underline	Important that teachers can read through work to accurately assess  Celebrate learning  Take pride in work	Rewards for effort as well finished product or excellence.  Reward progress.  Headteacher awards – in the moment send straight to Mrs Bailey for recognition  Rainbow Pencils and Pen Licences awards	

Treatment and movement of books	Books are carefully handled and not thrown Ensure books is the correct way round and on the right page Put books carefully away in boxes Pick up books that are left on the floor or not in the right place Books are left open on that day's page, stacked and ready for marking Books are to be kept open on two pages for working and not folded back on themselves.	Some books have to last two years so we need to care for them.  Pride in our work and pride in the treatment of books	Notice gentle handling  Praise for caring for books  Dojo  Values Cards/Badge	Explain reasoning  Encourage children to be active in fixing books.
When we are stuck	EYFS: try three times Year 1 upwards – 5Bs – Brain, Book, Board, Buddy, Boss Remember any adult in the classroom can help Stay in seat and ask for help by raising a hand. Any adults who notice hands raised, will come and support. Move onto next question or part while you are waiting. We do not get up and form a queue by the teacher – this wastes time	Builds independence in confidence and in learning  Safety  To make sure we are not distracting others	Praise those using the three times or 5Bs  Notice those with silent signals – thumbs up  Values cards  Dojo points	Remind the process we use if we are stuck.  Encourage independence before seeking 'Boss'
Asking to go to the toilet	Showing 'T' shape for toilet, thumbs up to agree to go. Teach children to raise their 'T' if they are waiting and are desperate. Children should go to the toilet during break and lunchtimes, however staff will always be mindful of needs. Children will never be prevented from going to the toilet. Staff will monitor if children are going to the toilet more often than is deemed necessary during lesson time, for health and behaviour purposes and will speak to the children to say the have noticed, ask if everything is ok and remind them that we try to not go to the toilet during learning time.	Minimising interruption	Thank those that went to the toilet during break and lunchtimes  Thank children for using the correct 'T' symbol	Reminder to go to the toilet at break times
<b>General and Around School</b>				
Manners	Say please and thank you Being respectful verbally and non-verbally Good mornings and goodbyes Ask how people are and listen attentively to their answer What we say and how we say it is very important Holding doors open for others Having patience Using calm voices – children and adults. There are no raised voices unless there is a danger Appropriate volume for task/situation Staff will lead by example	To be a good citizen in the wider world	Thank and praise for good manners  Lead by example – be a good role model	Verbal reminders  Model it back if manners are not used.  How else could you ask?  I wonder if there was a word missing or there was something else you need to add?

Follow our rights, British values and school values at all times	Be respectful of own and other's rights: Right to a Voice, Right to meet Friends and join clubs, Right to an Education, Right to be the Best you can be, Right to Relax and Play. Think about our British Values: democracy, rule of law, tolerance, mutual respect, individual liberty Be Curious, Confident, Kind and Caring and Creative Invite other's to play who look lonely	Respect for each other  Looking after our friends  Keep each other happy and safe	Verbal and non-verbal praise  Values cards/badges  Dojos  Notice good behaviour and use as a role model	Reminder about our expectations.  Are you respecting their right to relax and play?  I wonder if we can think how we can make sure we get our right to an education
Lining Up (assemblies, leaving the classroom, going out/coming in from play)	Walking Straight Line No talking Face the front Arms-length distance from person in front Quick Transition – once lined up and settled, move to next place quickly. Staff will not make children wait in lines outside or inside. Sensible person to lead the line, adult to follow at back of line and monitor behaviour. Staff will remind about behaviour using silent signals. One person holds the doors open for all – thumbs up to say thank you We walk sensibly we do not high-five each other as we pass etc.	We can follow instruction quickly if it quiet  Less distracting for others working in the school as we are moving about  Showing good manners and being respectful  Safety and efficiency for moving around school	Dojos  Values Cards  Notice those who have done well and give them the role of leading the line next.  Praise with silent signals	Stopping the line, reminding them the expectations. I noticed that you were out of line there, I wonder if there is a reason for that?  I wonder if we could get all the way to the hall without talking as we are meant to.  If behaviour continue practise expectations in their own time.
Assemblies	Listen, Look and Face - no talking while the person leading the assembly is speaking. There will always be time to Talk To Your Partner, after questions are asked during assembly. Reception to sit at the front in horizontal line. Rest of school to sit in class columns. Use 1, 2, 3 for all movement transitions around school including getting to and from assembly – 1 – get up, 2 move, 3 sit down. Use 'T' sign for toilet. Other staff in assembly should give permission to go to not disrupt the flow of the assembly.	Respect for those leading the assembly and to ensure all can listen and learn from it.  Special time to come together to learn about world matters and to celebrate achievements	Dojos  Values Cards  Notice those who following expectations well with silent praises.	Non-verbal reminders, listening, stop, no talking.  Come out of the line if the behaviour does not improve and walk with an adult.  Apology to those who have been disturbed following behaviour or interrupted assembly.
Arriving in classrooms in the morning/cloakroom tidiness	Children and staff to offer each other a friendly welcome using names. Take our belongings at your table, lunch boxes away and coats and bags hung up on pegs. Nothing should be placed on the shelves. If someone else's coat or bag has fallen off their peg pick it up for them. Children and staff will not walk past anything on the floor that should not be there. Staff will	Starting the day in a positive way  Safety  Polite to help each other out	Values cards/badges  Notice those who are keeping the cloakrooms/corridors tidy.	Reminders of expectations  Staff to challenge and model – let's pick these up together.  I wonder why these are the shelf, let's move them to the right place.



	<p>model and think aloud – Oh I think X's coat has fallen off, let's pick it up for them and be helpful. Staff will encourage children out of the cloakroom as quickly as possible. Choose lunches from the board Sit down quietly and begin morning task.</p>	Efficiency to start learning	Consider those who are keeping things tidy making them cloakroom monitors.	Tiding cloakrooms during own time if persistently left untidy.
Use and care for the toilets	<p>Use the toilet Wipe up any mess and flush the toilet after use Be quick Be quiet Wash hands, dry hands and put paper towels in the bin. One in one out rule for toilet use during lesson time Leave the toilet as you would want to find it – clean. Toilets are not a social place</p>	<p>To be hygienic and keep a shared area clean and tidy for others to use.  Keeping ourselves and others safe from germs and accidents.</p>	Praise for those reporting if toilets are not in a clean state	<p>Can you remember the rules for using the toilets?  Please make sure that you flush every time.  Is that appropriate behaviour?</p>
Lunchtime	<p>Line up (see above) Family dining rules – sit and chat quietly to those around you. Take time to eat your lunch – we do not rush our food. Leave the table once at least two people have finished. Never leave a person alone to eat on their own – children can encourage other's to join slower eaters if want to go out. Use cutlery for most foods – exceptions pizza etc. Cut up food in small bite size pieces. Older children to support younger children. Hands up if you need anything or request to turn to eat dessert (except Tregonning). Eat savoury before desert. Sit and welcome those that want to sit by us, but saving spaces is not permitted. Stay in seats until it is time to leave. Scrape and stack own trays in the right place. Clean up own mess.</p>	<p>Keeping the hall quiet helps those children who find noisy environments tricky and stressful – so this keeps us all happy.  Time to be social over the table  Life skills – using cutlery – being prepared for the wider world  Safety  Being helpful</p>	<p>Come Dine with Me Fridays – children invited to eat lunch and bring a guest at the special table decorated with flower, table cloth, squash.</p>	<p>Are you being safe in the hall?  I wonder if you think that is suitable behaviour for lunchtime.  Remember we welcome all friends to the table and saving seats is not something we do.</p>
Uniform	<p>Daily uniform Red jumper White shirt tucked in Black/grey trousers or skirt Leggings can be worn in winter under skirts. Black school shoes or fully black trainers No heels Hair tied up if longer than shoulder length Small stud earrings are the only jewellery allowed – unless for religious purposes Analogue watches can be worn – no smart watches or 'Fit Bits' Nail Polish is not to be worn</p>	Sense of pride in our school and a feeling of belonging.	<p>Praise neat and tidy uniform.  Praise for having the correct PE kit</p>	<p>Remember we do not wear jewellery to school  Dojo message sent to parents if children do not have PE kit meaning they are not prepared for their learning.  Lost property can discretely be given to support children if they do not have correct uniform.</p>

	<p>Appropriate coat for the weather</p> <p>PE Kit:</p> <p>Plain white T-Shirt</p> <p>Red or black shorts</p> <p>Plain black/grey leggings or jogging bottoms</p> <p>Black plimsolls and trainers</p> <p>School jumper if cold</p>			
<b>Playground</b>				
Using the toilet	<p>Only use outside toilets during break and lunchtimes</p> <p>Once children are outside they must not come back into the school building unaccompanied</p>	<p>Safety</p> <p>Children must always be supervised by an adult</p>		<p>All staff to question why children are in school alone during break or lunchtimes if they see them.</p>
Playing and general rules	<p>Pirate Ship</p> <ul style="list-style-type: none"> <li>- EYFS – Mondays</li> <li>- Godolphin – Tuesdays</li> <li>- Trecrom – Wednesdays</li> <li>- Tregonning – Thursdays</li> <li>- Best Class for lunch behaviour gets an extra day on a Friday</li> </ul> <p>Trim Trail – 10 children at a time to use</p> <p>Ball games in the court</p> <p>Football – court or field.</p> <ul style="list-style-type: none"> <li>- Monday, Wednesday and Friday – KS2</li> <li>- Tuesday and Thursday – EYFS and KS1</li> </ul> <p>Year 6 only in the Year 6 area – area starts at the picnic table by court.</p> <p>Play Leaders to put out resources for playtimes and generate/facilitate games</p> <p>Remember it is everyone's right to relax and play – be respectful of yours and other's rights</p> <p>Adults outside will monitor zones – Field (when in use), Netted court and Year 6 area, Pirate Ship and Trim Trail and top playground and gazebo. Staff will walk around and monitor their area. All staff will have a walkie talkie at all times outside to communicate with staff outside and to request support. Staff will carry their own First Aid waist bag and administer first aid to children within their zone.</p> <p>Wet Play timetable is displayed in the staffroom.</p>	<p>Playing safely</p> <p>Respecting Rights</p>	<p>Values</p> <p>Cards/badges</p> <p>Verbal Praise</p> <p>Dojos</p>	<p>Could you remind me how we treat our friends in the playground?</p> <p>Let me remind me how we do this...</p> <p>If rules are not followed some playtime can be missed outside.</p> <p>If play is unsafe in a certain area (e.g. football) consistently, children will be restricted on their use of that area for a set amount of time.</p>