

The Mason Moor Way – Behaviour Curriculum to maintain consistently high expectations

Mason Moor Values underpin our expectations for everybody learning and working at this school. These values, chosen by pupils, are:

Nurture	Grow	Achieve
<ul style="list-style-type: none"> We build trusting relationships so every child feels safe, valued and understood. We care for the whole child, supporting emotional wellbeing alongside learning. We work closely with families to ensure children feel supported in and out of school. 	<ul style="list-style-type: none"> We help children develop confidence, resilience and independence over time. We adapt teaching to meet individual starting points so every child can make progress. We encourage curiosity and a love of learning, even when learning feels challenging. 	<ul style="list-style-type: none"> We set high expectations and believe every child can succeed. We celebrate progress as well as outcomes, recognising effort and perseverance. We ensure children leave Mason Moor with the knowledge, skills and confidence to thrive in the next stage of their education.

The aims of the Behaviour Curriculum

Our behaviour curriculum defines the expected behaviours in school rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all stakeholders. For example, pupils are expected to line up quietly outside a classroom. The behaviour curriculum is not exhaustive, but represents the key habits and routines required in each of our schools. This is supported by the operational non-negotiables that all staff are expected to deliver on and creates an environment where pupils can flourish and thrive.

At Valentine, our values are built on mutual trust and respect for all. We work to ensure that every member of the school community feels valued and is treated fairly and well. To achieve this, the school's behaviour policy sets out the way in which all members of the school can live and work together in a safe, happy and secure environment. While we do have several rules, the main aim of the Behaviour Policy isn't about enforcing these, it is about promoting good relationships so that people can work together with the common purpose of helping everyone to learn, and so that students can become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Teaching and promoting good behaviour for all children

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. Learning behaviours 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.
- Across all schools, we are proactive with teaching children to take increased ownership and understanding of their learning and become effective and motivated learners. We define this as Assessment Proficient Learners with set criteria for all pupils across all Primary Key Stages
- Teaching Staff will also demonstrate these behaviours and ensure pupils have many opportunities to practice these. It is expected that all pupils will know this content.

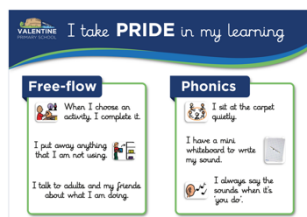
Adaptations for pupils with specific needs and SEND

- Behaviour Expectations Taught Explicitly and Repeatedly
 - Pupils with SEND are given clear, visual, and structured teaching of routines.
 - Expectations are rehearsed and reinforced using visual timetables, now/next boards, social stories, and personalised prompts to reduce anxiety and promote independence.
- Use of Low-Arousal Approaches
 - Staff use low-arousal scripts and consistent language when addressing behaviour, especially during incidents of dysregulation. This helps to:
 - Minimise emotional escalation.
 - Maintain predictability for pupils who need it.
 - Reduce sensory overload for children with autism or ADHD.
 - Examples include scripted responses for common incidents (e.g., "I can see you're upset. I'm here to help. Let's make you some space but we need to talk when you're ready."). Or meeting absconders needing a moment to reflect "Nice to see you, where should you be?"
- Consistency with Flexibility
 - While the behaviour curriculum sets a shared standard, flexibility in delivery is built into policy.
 - Eye contact, for example, is not enforced with autistic pupils for whom it may cause distress.
 - Some pupils may need more movement breaks, alternative methods of communication, or use of calming tools.

Metacognition and Behaviour for Learning

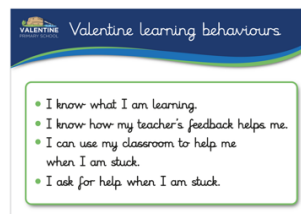
EYFS - Early years foundation stage (Nursery and Reception)

- I can choose activities I enjoy
- I can talk about my learning
- I can talk to my friend about my learning



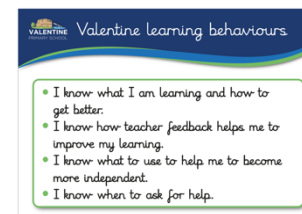
Key Stage 1 (Year 1, Year 2, Year 3)

- I can talk about what I have learnt before and how it helps with my learning now.
- I can tell you what I am learning today and what I need to do to be successful.
- I can show you where I am working on my targets and talk about how my learning is improving.
- I can talk about how marking helps me with my learning.



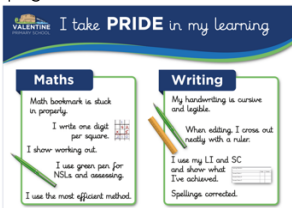
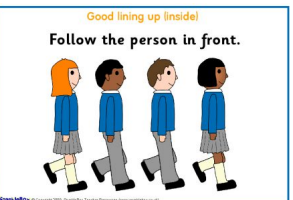


Key Stage 2 (Year 4, Year 5, Year 6)

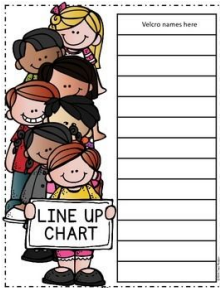
- I understand what I have learnt before and can tell you about how this helps with my current learning.
- I understand what knowledge and skills I am learning and can explain how this relates to the subjects I am learning.
- I can explain what my targets are and how I have achieved them.
- I can explain what I am learning now and how I can be actively successful in a lesson.



The Mason Moor Way – Embedding high-expectations of every child and their behaviour



Respectful - Manners	Uniform	Collective Worship/Assembly	Moving around the school	Dining Hall
<ul style="list-style-type: none"> 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 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. Know that it is important to show gratitude to others by thanking people for what they have done for you Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly - shirts tucked in etc. 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 to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly Know the sitting space and in which order Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate actively 	<ul style="list-style-type: none"> Know that we walk around school in silence 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 including 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 on and wait for permission to enter a room (where appropriate (e.g., staffroom, office, another classroom)) 'Wonderful Walking' is characterised by children knowingly wanting to impress when transitioning throughout the building. Wonderful Walking is rewarded via Tracklit 	<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 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 put our hand up for adult attention Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that we clear away our table space, cutlery, plate, cup and leave tidy.
Attendance and Punctuality	Ready to learn	Moving to the line (transitions in class)	Communal areas	Presentation in books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know that we have good sitting posture Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know how to be ready for the lesson e.g., had a drink, toilet break Know that we walk to the line sensibly Know that we line up in the order displayed in the classroom Know that we place our chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately 	<ul style="list-style-type: none"> Know that we walk to the line responsibly Know that we line up in the order displayed in the classroom Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<ul style="list-style-type: none"> Handwriting is neat, cursive and evenly spaced We underline with a ruler Mistakes are crossed out – a simple line through the writing Sheets and stickers are glued in neatly in
Playtime behaviour		Lining up	Behaviour outside school (community)	<p>Maths :</p> <ul style="list-style-type: none"> We write one digit per square Margins are drawn precisely using a pencil and a ruler Drawings, diagrams and shapes are drawn with pencil carefully We take pride in all books through the absence of graffiti, large ticks in self-marking and folded edges of pages. 
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground by showing responsibility. Know that you must play safely Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly 	<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs and good posture Know that we line up in silently Know that we walk in single file 	<ul style="list-style-type: none"> Know that when we are wearing 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. 		

The Mason Moor Way – All adults at this school model expected behaviours by

Respectful - Manners	Uniform	Collective Worship/Assembly	Moving around the school	Dining Hall
<ul style="list-style-type: none"> • Demonstrate that you should always say 'please' when you are asking for something. • Demonstrate that you should always say 'thank you' when you receive something or someone does something for you. • Demonstrate that you should let any waiting adults through a doorway before walking through yourself. • Demonstrate 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. • Demonstrate that it is important to show gratitude to others by thanking people for what they have done for you 	<ul style="list-style-type: none"> • Ensure uniform is always correct • Provide 'spare' correct uniform as appropriate • Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. • Be understanding and fair yet uphold the standards expected • Check uniform regularly, in line with the routines part of this document • Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> • Verbally remind children of expectations and praise children for meeting them • Organise their class into appropriate order in classroom • Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) • Praise/remind children for following expectations of sitting and participation • Remind children to gain attention if necessary • Lead children into assembly clearly modelling expectations • Actively engage with assembly Ensure orderly exit from hall and return to class • Praise and reward as appropriate 	<ul style="list-style-type: none"> • Regularly remind class of expectations when moving through school • Line the class up - establish a class order • Check smartness of pupils before and after moving • In instances of unwanted behaviour – stop the class and recap expectations • Be polite and courteous to adults / other children with a greeting and hold/open doors for one another • Take pride in appearance – shirts tucked in etc. • Praise and reward children • Model manners and showing courtesy to others- e.g., holding doors open • Do not set off with a class/group until all expectations are met - including uniform and volume 	<ul style="list-style-type: none"> • Ensure correct uniform on entry and exit of dining hall • Support and model to pupils to use knife and fork • Remind pupils of dinner hall expectations • Monitor the cleaning of plates and cutlery • Check and remind of manners • Check spaces as pupils leave the eating space • Praise and reward the correct behaviour
Attendance and Punctuality	Ready to learn	Moving to the line and lining up	Communal areas	Presentation in books
<ul style="list-style-type: none"> • Call parents (in line with teacher standards) to communicate concerns you have about non-attenders. Are you checking daily/weekly? Are you noticing patterns? • Promote and model being on-time by reminding children of routines and explaining timings. "Look everyone, it's time to begin packing up for lunch". • Promote good attendance in your class. 	<ul style="list-style-type: none"> • Stop children using the agreed strategy: '3' stop what you are doing, '2' everything out of your hands, '1' eyes on the front/eye contact with adult, no noise • Establish, teach and model routines and expectations • Greet children and adults on entry to the room • Use clear instructional language • Be on time to each lesson • To be consistent in routines/behaviour/expectations • Ensure allocated places for pupils – table/carpet • Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand outs on tables, books available, other resources required for lesson ready, supportive and challenge activities ready • Lining up order displayed in room 	<ul style="list-style-type: none"> • Use agreed stopping strategies • Ensure children line up in order - in line with school decision on how that order is decided • Praise or stop and reinforce expectations as required <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Ensures tidy workspaces including their podium • Ensure all space outside their classroom is clutter free • Pick up any rubbish and place in the dustbin, do not walk past it. A reminder the cleaners are there to simply once-over the room • Ensure all displays are kept in good order • Pick up coats and place back on pegs / report to the class teacher • Praise/reward/prompt children as required 	<ul style="list-style-type: none"> • Ensure the front cover is neat and Presentable – the child's full name is written in cursive handwriting, year group or class and school. • Children should write in their books as often as possible, avoid unnecessary worksheets. • Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. • Use the appropriate amount of glue to stick in. • Follow the marking and feedback policy • Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime behaviour			Behaviour outside school (community)	
<ul style="list-style-type: none"> • Demonstrate positive transition from your classroom to the playground using Wonderful Walking. • Help children understand that you must play safely without hurting anyone. • Help children understand that we do not 'play fight' because we may hurt someone by accident. 			<ul style="list-style-type: none"> • Remind pupils regularly of the pride they should have for their school. • Ensure pupils understand the link between behaviour in the community and reputation of the school • Encourage children to join in PTFA events so that they live and breathe the full-life school has to offer 	<p>You are seen reinforcing the learner board key information – which is present in every classroom.</p>


Embedding the Behaviour Curriculum throughout the academic year

Embedding the Behaviour Curriculum: We ensure that the culture for positive behaviour is reinforced when teaching across curriculum subjects and through other teaching opportunities. Below is a non-exhaustive list of examples of how partnership schools teach the Behaviour Curriculum.

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> Routines and expectations for expected behaviours shared Introduce weekly behaviour or Character Awards 	<ul style="list-style-type: none"> Routines and expectations for expected behaviours shared Introduce weekly behaviour or Character Awards 	<ul style="list-style-type: none"> Routines and expectations for expected behaviours shared Introduce weekly behaviour or Character Awards
Collective Worship Annual Assembly Themes	<ul style="list-style-type: none"> Practice makes Perfect (half termly reminder to recalibrate) I am a Valentine learner - Assessment Proficiency (classroom learner board) Democracy - Head Boy/Girl Elections Respect and Tolerance - International Day of Peace Rule of Law Black History Curriculum (diversity month) Anti-bullying week 	<ul style="list-style-type: none"> Practice makes Perfect (half termly reminder to recalibrate) World Religion Day Martin Luther King Day International Day of Education Children's mental health week Safer Internet Day Stand up to bullying day Sustainability Week and Assembly of Learning (links to behaviours in modern life) 	<ul style="list-style-type: none"> Practice makes Perfect (half termly reminder to recalibrate) School Council led assembly E safety Individual Liberty World Environment Day Eco week World Music Day International Day of Friendship Science Fair (Y6)
PSHE and SMSC Curriculum	<p>Key Stage 1</p> <ul style="list-style-type: none"> Understand how to be a good friend Understand the importance of caring about other people's feelings Recognise and name emotions and their physical effects Be able to see and understand bullying behaviours <p>Key Stage 2</p> <ul style="list-style-type: none"> Know ways to keep yourself and others safe Know the importance of listening to our trusted adults Describe different ways to maintain a healthy lifestyle Recognise our thoughts, feelings and emotions Understand the parameters of sharing online Evaluate the impact of comments and actions online Develop and recognise skills and strategies to keep safe Identify how we can reduce our feeling or worry 	<p>Key Stage 1</p> <ul style="list-style-type: none"> Understand what we are responsible for Know how to prevent accidents Recognise kind and thoughtful behaviours and actions Know how you can help other people <p>Key Stage 2</p> <ul style="list-style-type: none"> Learn about what is meant by community. Recognise the importance of behaving in a responsible manner Describe ways that behaviour can be seen to be sensible and responsible Recognise why we should take action when someone is being unkind Demonstrate why it is important to behave in an appropriate and responsible way Explain why it is important to have a trusting relationship between friends and family 	<p>Key Stage 1</p> <ul style="list-style-type: none"> Identify ways of saving energy. Know the differences between healthy and unhealthy choices Understand the importance of being responsible Understand why it is important to care about other people's feelings <p>Key Stage 2</p> <ul style="list-style-type: none"> Understand that feelings can be communicated with and without words Understand personal boundaries Describe the ways in which we can contribute to our home, school and community Understand the correct steps for seeking emergency help Show my understanding of basic first aid Identify some of the ways in which we are different and unique Identify the components of a healthy lifestyle. Develop and name strategies that can help keep ourselves and others safe
Wider Community	<p>Educational Visits</p> <ul style="list-style-type: none"> All year groups have planned educational visits <p>Enrichment</p> <ul style="list-style-type: none"> All Year Groups can access a range of extra-curricular clubs Diversity Month October Christmas Carol Service <p>Theme days/activities</p> <ul style="list-style-type: none"> Children In Need Day Best Class Attendance Award prize Anti-Bullying Week 	<p>Educational Visits</p> <ul style="list-style-type: none"> All year groups have planned educational visits <p>Enrichment</p> <ul style="list-style-type: none"> All Year Groups can access a range of extra-curricular clubs International Science Week International Woman's Month <p>Theme days/activities</p> <ul style="list-style-type: none"> Safer Internet Day Easter Bonnet Parade World Water Day/Walk for Water 	<p>Educational Visits</p> <ul style="list-style-type: none"> All year groups have planned educational visits Y6 Residential Education Visit <p>Enrichment</p> <ul style="list-style-type: none"> All Year Groups can access a range of extra-curricular clubs Walk to School Week <p>Theme days/activities</p> <ul style="list-style-type: none"> School's Got Talent Competition International Friendship Day Sports Day

Strong partnerships BEYOND school – community, attendance and parental contribution

Success in any strategy is dependent on all-stakeholder contribution. Behaviour transcends beyond classroom [and school] walls. This sets out how we work with parents to support contentious issues, such as attendance. With further strategies for developing community cohesion and civitas (social community strengthening) within our curriculum and personal development strategies.

	Autumn Term	Spring Term	Summer Term	
What we must do:		<p><i>We need to break the system-wide issue: the cycle of parental dissatisfaction:</i></p> <ul style="list-style-type: none"> Design support programmes based upon need - utilising school-based support (ELSA, Family engagement workers, DSLs) Establish a 'presence' attendance culture instead of an enforcement culture – delivered through sense of 'belonging' Identifying experiences for parents and carers where attendance has not been addressed well, or sanctions come before support. Implementation of ways to build individual pupil belonging through shared civitas experiences, where children deepen their understanding of being part of a bigger organisation. <p><i>Use data to help us UNDERSTAND:</i></p> <ul style="list-style-type: none"> Trends and patterns – can we unpick without upsetting? 		
Securing Strong Attendance:	<p>Pre-term communication (August):</p> <ul style="list-style-type: none"> Welcome letters emphasising attendance importance Summer holiday reminders about term dates for the year Personal outreach to families of persistent absentees Social media countdown (Facebook) with positive messaging. <p>First week messaging (September – October):</p> <ul style="list-style-type: none"> Attendance-focused assemblies per year group Parent information sessions during the soft start (early September broken week) Daily attendance celebrations – including on social media (E.g. Look at 3 Green and 4 Red today – 100%) Visual displays to reinforce attendance goals 	<p>On-going communication (throughout the year):</p> <ul style="list-style-type: none"> Weekly attendance updates in newsletters Personalised communications about individual patterns Social media posts celebrating achievements Half-termly review meetings for targeted families. <p>Tailoring the approach for identified families:</p> <ul style="list-style-type: none"> For those who are of concern – ensuring the strategy is bespoke to the need. <i>E.g. having an appropriate conversation where the issue is linked to a holiday therefore one-off. As opposed to a child displaying EBSA.</i> <p>Parents must understand that 93-95.9% means missing enough school to affect attainment.</p>	<p>Celebration of significant improvements and milestones</p> <ul style="list-style-type: none"> No-shame culture. Ensuring that we are providing children with equitable access to rewards irrespective of long-term attendance issues. (E.g. setting short-term milestone improvements – 100% over the next two weeks – such as dates that have trends where attendance is lower) 	
Civitas – citizenship and responsibility	<p>Civic duty & Community Chloe (School Character Curriculum)</p>  <ul style="list-style-type: none"> Instigate weekly CIVITAS system – 30 mins during a defined period of the week where children undertake COMMUNITY focused events: litter picking and weeding in specific zones of school. Pride, care for the environment. Community Chloe wider events – such as Communicare (elderly support in the community) 	<p>Civic duty & Jobs/responsibility</p> <ul style="list-style-type: none"> School Jobs Programme: Understand responsibility and contribution. Pupils apply/interview for roles (recycling monitor, corridor ambassador, library helper). Eco-Warriors Project. Engage with sustainability. Set up competition recycling patrols outside perimeter, litter picking, or plant care groups. 	<p>Civic duty & Community Action Project</p> <ul style="list-style-type: none"> Make meaningful local impact. E.g. Organise a park clean-up, petition for safer crossing, or support a local cause. "Be the Change" Weeks – themed around kindness, fairness, rights, sustainability 	
Community events to develop cohesion	<p>Systemic issues – removing barriers to attendance</p> <ul style="list-style-type: none"> Alert parents to mechanisms of support created by school – including washing machines for parental use. (Research shows that parents will not send children to school if the uniform is dirty – is this the issue?) Haberdasher equipment – help to sew ripped items etc. <p>Parents sense of 'belonging' to the school – supporting them:</p> <ul style="list-style-type: none"> Supporting parents into employment through schemes such as 'Apprentice TA' at Valentine. Encouraging targeted monthly events at the school – through the calendar 'Come and Read'. PTFA events to further inclusion. 	<ul style="list-style-type: none"> Regular support programmes run by ELSA – including NVR Family Values Week – to contribute towards a Value's tree which we will grow in the hall. Picnic and Praise afternoon. Showcase pupil behaviour success and celebrate positive moments publicly. Invite families to a relaxed outdoor event. 	<ul style="list-style-type: none"> Uniform and swap hub. Create a "take what you need" stand in reception or at school gate. School to clean clothing using washing machines. Create parent mentor system. Use existing parents to help others navigate the school system. Offer help with reading letters, accessing free school meals, or understanding behaviour policy. 	