Ribby With Wrea Endowed C.E. Primary School

Behaviour Curriculum 2026

Behaviour Curriculum

Our Vision

At Ribby with Wrea Endowed C.E. Primary School, our Behaviour Curriculum reflects our Christian vision, values and commitment to enabling all members of our school community to flourish. We believe that positive relationships, mutual respect and strong role models are at the heart of a successful school. Through clear expectations, consistent support and positive encouragement, we help children develop the skills, attitudes and behaviours needed to thrive in school and beyond.

We recognise that positive behaviour is an essential part of learning and personal development. By explicitly teaching, modelling and celebrating positive behaviour, we support our pupils in becoming confident, respectful and responsible citizens who contribute positively to their communities and the wider world.

At Ribby with Wrea Endowed C.E. Primary School, we have high expectations for pupils, staff, parents, governors, visitors and partner agencies. We recognise that children learn best when school and home work together to provide consistent messages, shared values and positive role models.

We aim to nurture children who are:

- Polite, respectful and considerate.
- Resilient when faced with challenges and change.
- Responsible for their choices and actions.
- Grateful for the opportunities available to them.
- Positive, reflective and determined learners.

- Equipped with the social and emotional skills needed for future success.

As these behaviours are practised regularly, they become positive habits that strengthen self-confidence, support wellbeing and promote healthy relationships with others.

Our Christian Foundation

Our Behaviour Curriculum is rooted in our school values of **Respect, Hope, Friendship and Creativity**, together with Jesus' teaching of the Golden Rule:

"So in everything, do to others what you would have them do to you." (Matthew 7:12)

This principle guides our relationships and interactions, helping us create a community characterised by kindness, compassion, forgiveness and service.

Through promoting positive behaviour and respectful relationships, we strengthen our school community and create an environment in which everyone feels valued, safe and able to learn.

Teaching Positive Behaviour

We believe that behaviour should be taught in the same way as other areas of the curriculum. Our Behaviour Curriculum is therefore taught explicitly throughout the year, with regular opportunities for pupils to revisit, practise and embed key behaviours and routines.

Children are supported to develop a clear understanding of:

- Behaviour for learning.
- Positive relationships.
- School routines and expectations.
- Personal responsibility.
- Self-regulation and emotional awareness.
- Respect for others and the environment.
- Safe choices both online and offline.

At the beginning of each term, pupils revisit our core expectations and continue to develop these alongside the National Curriculum. Regular practice and reinforcement help children understand not only what is expected, but why these behaviours matter.

We acknowledge that every child is unique and may require different levels of guidance, encouragement and support. Our approach is inclusive and responsive, ensuring that all pupils have the opportunity to succeed.

Our Core Expectations

At Ribby with Wrea Endowed C.E. Primary School, we encourage all members of our community to:

Be Ready

- Arrive prepared and organised.
- Be ready to learn.
- Bring the resources needed for success.
- Focus and give their best effort in all they do.

Be Respectful

- Treat everyone with kindness and courtesy.
- Listen carefully and take turns.
- Respect differences and value diverse opinions.
- Be open to learning from others.
- Care for equipment, resources and the environment.

Be Safe

- Make responsible choices.
- Follow routines and expectations.
- Think before acting.
- Care for themselves and others.
- Help create a safe environment where everyone can flourish.

Promoting British Values

Alongside our Christian values, we actively promote the fundamental British Values of:

- Democracy.
- The Rule of Law.
- Individual Liberty.
- Mutual Respect.
- Tolerance of those with different faiths and beliefs.

These values are woven throughout school life and the curriculum, helping pupils become thoughtful, informed and responsible members of society.

Celebrating Success

We strongly believe that positive behaviour grows when it is recognised, encouraged and celebrated. Staff actively seek opportunities to notice and celebrate children who demonstrate our values and expectations.

Our recognition systems include:

- Headteacher Awards.
- Weekly Certificates.
- Praise Postcards.
- House Points.
- Commendations.
- Stickers and class rewards.
- Opportunities to celebrate success in assemblies and across the school community.

By focusing on encouragement, praise and positive reinforcement, we help children develop confidence, motivation and a strong sense of belonging.

Positive Behaviour at Break and Lunchtime

Positive behaviour is expected and encouraged throughout the school day, including during breaktimes and lunchtimes. Staff support pupils in demonstrating respect, good manners and positive interactions while enjoying social time with their peers.

Our welfare team plays a key role in:

- Modelling positive interactions.
- Encouraging inclusive play.
- Praising positive choices.
- Supporting pupils to resolve minor disagreements.
- Reinforcing school values and expectations.

Where concerns arise, staff work collaboratively with class teachers and senior leaders to provide support and guidance.

Staff Approaches to Positive Behaviour

All staff are committed to responding to behaviour with empathy, consistency and support. We recognise that behaviour is often linked to feelings and emotions, and we help children understand and manage these effectively.

Staff are encouraged to use restorative language such as:

"I care about you and I want you to be successful."

"I can see you're feeling..."

"How can we put this right?"

"What can we do differently next time?"

When difficulties arise, staff work alongside children to repair relationships, learn from mistakes and make positive choices moving forward. This may include apologies, restorative conversations, acts of kindness or practical actions to put things right.

Supporting Individual Pupils

We recognise that some pupils may need additional support to achieve success. Where difficulties with behaviour occur, we seek to understand the underlying causes and work collaboratively with pupils, families and other professionals to provide appropriate support.

Support may include:

- Classroom adaptations and reasonable adjustments.
- Regular communication with parents and carers.
- Advice and support from the SENCO.
- Individual Positive Behaviour Plans.
- Personal targets and celebration systems.
- Learning Mentor support.

- Early Help Assessments and multi-agency support where appropriate.

Promoting Positive Relationships

Bullying Prevention (cyberbullying, prejudice-based and discriminatory bullying)

Ribby with Wrea CE Primary School does not tolerate bullying in any form.
The Headteacher (DSL) or a member of the Senior Leadership Team (Back-up DSL) will support pupils, class teachers and parents when responding to incidents of bullying and child-on-child abuse.
Any concerns relating to bullying, including cyberbullying and prejudice-based incidents, are addressed quickly and effectively, with support provided for all involved.
Further information can be found in the school's Anti-Bullying Policy.

Child-on-Child Abuse

We are committed to teaching children how to build positive, respectful and healthy relationships. Through our curriculum, collective worship and daily interactions, pupils learn empathy, kindness, respect and personal responsibility.

We understand that children can abuse other children and we strive to prevent this through our teaching of positive relationships and through the nurturing culture and environment we create. Staff have the responsibility to challenge any behaviour that is considered inappropriate between children and where concerns arise regarding interactions between pupils, these will be addressed promptly, sensitively and in line with safeguarding procedures.
Staff work to support all children involved, restore relationships where appropriate and ensure everyone feels safe and valued.
These incidents must be recorded on the school's internal monitoring system (CPOMS) and in serious and extreme circumstances, these must be reported to a Designated Safeguarding Lead (DSL) or Deputy DSL immediately.
The schools DSL & Headteacher or Deputy DSLs (Deputy Headteacher), will then decide the appropriate sanction for the behaviour and contact parents/carers of all children involved.

Sexual Violence

At Ribby with Wrea we educate our children around the themes of sexual harassment, sexual violence and online sexual abuse through our PSHE and Relationships education.
In September each year, we teach our children about the importance of consent in all relationships and how we can foster an environment of consent in school.
We teach our children the message of 'Trust and Tell' and ensure they are aware that all adults in school, are adults they can report a concern or worry to.
As part of our Safeguarding education, we annually participate in the NSPCC 'Speak out Stay Safe' programme which educates children on different forms of abuse and the importance of talking to trusted adults in and outside of school.
From EYFS to Year 2, all children watch the NSPCC 'Pants are Private' assembly and discussions relating to consensual touch take place in classes.
Where a pupil touches another child inappropriately, and this is deemed as sexual harassment, e.g. touching another child's private parts, this must be reported to a member of the Senior Leadership Team immediately. This member of staff will then ensure parents/carers of all children involved are contacted and informed appropriately.

Relationships and Safeguarding Education

Through our PSHE, Relationships Education and safeguarding curriculum, pupils learn about:

- Respectful relationships.
- Consent and personal boundaries.
- Online safety.
- Seeking help from trusted adults.
- The importance of speaking out when worried or concerned.

Children are encouraged to remember our safeguarding message: **Trust and Tell**
Every child should know that there are trusted adults in school who will listen, support and help them.

Mobile Phones and Smart Technology

Statutory guidance issued from the Department of Education for implementation on 1st September 2026 states that the use of mobile phones and smart technology devices is prohibited within school.

At Ribby with Wrea we work in partnership with families to ensure technology is used safely and responsibly. We are very conscious that some of our pupils make their way to school by themselves or without an adult escorting them and are keen for the pupils and parents to feel safe during this important transition.

Where pupils bring mobile phones to school for safety reasons, devices must be switched off upon arrival ofat the school gate and handed to a member of staff for secure storage during the school day.

This approach supports safeguarding and allows pupils to focus fully on learning and relationships throughout the school day.

Keeping Everyone Safe (Reasonable Force)

It is very unusual for a member of staff to have to use reasonable force at our school.
What is Reasonable Force?
The term ***'reasonable force'*** refers to the broad range of actions that a member of staff may need to use to control or restrain a pupil, which would involve some degree of physical contact with a pupil. This could range from guiding a pupil to safety by the arm, or in more extreme and very rare circumstances, breaking up a fight with the aim of protecting the pupils, or moving a pupil who is a danger to themselves, others, or school property.

In very rare circumstances, trained staff may need to use reasonable and proportionate physical intervention to keep a child or others safe. Any intervention will always be used as a last resort, for the shortest time necessary and in accordance with statutory guidance and school procedures.

The welfare, dignity and safety of all children remain our highest priority.

Representing Our School Community

We encourage pupils to demonstrate our values both inside and outside school. As members of the Ribby with Wrea Endowed C.E. Primary School community, pupils are ambassadors for our school and are expected to show respect, kindness and responsibility wherever they are.

Where behaviour outside school affects the wellbeing of others or the reputation of the school, we will work in partnership with families to support reflection, restoration and positive future choices

Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

In the event of a pupil's non-criminal bad behaviour and/or bullying, including online bullying, which occurs anywhere off the school premises and is witnessed by a staff member, or reported to the school, the following action will occur:
• The parents/carers will be contacted by the class teacher/a senior member of staff/Headteacher to discuss the incident.
• The class teacher/a senior member of staff/Headteacher will speak to the pupil to ascertain the circumstances surrounding the incident.
• The parents/carers may be asked into school to meet with the Headteacher/senior member of staff and child's class teacher if necessary.
The incident will be dealt with according to its severity by the Headteacher.

Subject to the Behaviour Policy, the teacher may discipline for any misbehaviour when the pupil is:
• taking part in any school-organised or school-related activity; or
• travelling to or from school; or
• wearing the school uniform; or
• in some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:
• could have repercussions for the orderly running of the school; or
• poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour expectations and routines	Behaviour and expectations – arriving/leaving school. Transitions from lessons to playground/lunch Attitude and listening in lessons. Playtime and Lunchtime behaviour.	*Recap behaviour learning as required.* Behaviour and actions on school trips and visits. Contributing positively to school life and the wider community. Keeping school tidy.	*Recap behaviour learning as required.* Valuing and respecting differences. How to be kind and thoughtful. Accepting responsibility.	*Recap behaviour learning as required.* Being respectful. Manners. Lunchtime behaviour.	*Recap behaviour learning as required.* Being resilient and learning from mistakes.	*Recap behaviour learning as required.* Preparing for change and transition. Celebration of positive behaviour.
SLT Focus	Arriving/leaving school. Break and lunchtime routines. Behaviour at playtimes.	Being ready to learn. Positive classroom practices.	Respecting others and their opinions. Being kind – identifying small acts of kindness.	Presentation of work and pride in outcomes.	Learning from mistakes. Being resilient to change.	Transition and moving classes/schools.
Worship Themes	Respect – Trust - Truthfulness		Creativity – Perseverance- Service		Friendship – Compassion - Forgiveness	
SMSC	British Values – Democracy – house Captain and School Council votes	British Values – Individual Liberty	British Values - Equality		British Values - Tolerance	British Values – rule of Law
Safeguarding Curriculum	Road safety	Anti-Bullying Week	Safer Internet Day	Rail safety	Open water swimming dangers	

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Ribby with Wrea Behaviour Expectations.

	Arrival to school and entering the building	Entering a classroom	Moving around school	Worship
Pupils	Enter the school grounds by walking, pushing scooters or bikes. Greet members of staff with a polite 'Good morning'. Enter the school as soon as the doors are opened (8.40am). Place belongings on individual pegs/lockers (Y5 and 6). Walk quietly into classrooms.	Enter classrooms in calm, quiet manner. Sit at your individual place or follow any instructions from staff. Place water bottles on the floor or in the classroom specific area. Ensure you have the correct resources and are ready to start learning. Pick up anything on the floor and put in correct place. Undertake the morning task or activity.	Walk quietly and safely. Walk in a straight line. Face the way you are walking. Walk without talking. Keep arms by your side. Keep to the left-hand side of the corridor. Walk straight and don't lean on walls, displays or the library. Hold doors open for others. Stand aside to allow adults through doors first. Pick up any coats, litter and resources if the floor is untidy.	Ensure uniform is worn correctly and neatly. Enter/Exit quietly in straight lines. Sit with legs crossed and arms kept to themselves. Eyes looking forward to the front. No talking or distracting of others. Participate fully in songs, prayers and the worship. Wait for each classes turn to leave.
Staff	Staff greet pupils with a polite 'Good morning' Doors opened on time (8.40am). Supervise the pupils entering the school, cloakroom and class rooms. Reminders about walking, being organised and ensuring correct equipment is brought into class – reading books water bottles etc.	Supervise entering the classroom, Ensure a member of staff is in the room. Ensure a morning task or activity is displayed or set up. Be polite and model actions and behaviour to pupils.	Regularly remind class of expectations of quiet lining up, walking and behaviour. Line the class up before leaving. Check pupil's smartness of uniform. If behaviour does not meet expectations – stop the class, recap expectations and wait for improved behaviour. Be polite and courteous to adults/other children with a greeting and hold/open doors for others. Model behaviour and expectations.	Remind pupils of expectations and praise them for achieving them. Organise class into appropriate order, ensuring any pupils that disrupt others are separated. Ensure uniform is tucked in and smart. Lead class into the hall and indicate where to sit. Remind pupils regarding behaviour and listening Model behaviour and expectations.

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	Using the school toilets	Playground, break and lunch	Eating lunch in the hall	How to leave the school at the end of the day
Pupils	Use the toilets at the correct times – break and lunch. Ask permission to use the toilet during lesson time. Use the toilets sensibly and with respect for the facilities. Enter the cubicles alone. If there is an issue with the toilets or cubicles, let a member of staff know immediately. Do not remain in the toilets after using the facilities, return to class or the playground promptly.	Walk calmly to the playground including walking down the ginnel. Ensure pupils are respectful, using appropriate language and including others in games and activities. Remain on the playground. Ask the staff on duty if you need to re-enter school for the toilet. Play games and use equipment responsibly. Play safely and sensibly with other pupils, respecting their games and space. At the sound of the whistle – pupils to stop playing and stand still ready to listen to staff.	Wash hands before going to the hall. Remain seated at all times, facing our food. Quiet chat at tables, no raised voices. Hands raised and wait for a response to eat dessert and clear plates. All pupils clear their own plates and rubbish. Manners to be demonstrated at all times – please, thank you etc. All food to be eaten sat at a table. Pupils to try all food they have been given or provided before stating they don't like something. Knife, fork and spoons to be used for eating of school dinners.	Leave classrooms in a quiet and orderly manner. Collect belongings from cloakrooms sensibly and quickly. Exit the building, walking, via the correct exit and proceed to the parent collection area. Leave the school grounds and use the crossing patrol to cross Station Road and Ribby Road.
Staff	Ensure a maximum of 2 pupils are allowed to use the toilet in lesson time at the same time – ideally 1 at a time. Remind pupils of behaviour. Respond promptly to any reports of pupils misbehaving or remaining in the toilets.	Ensure a member of staff (TA) is on the playground a minimum of 2 minutes before play/break times commence. Model waking to the playground. Supervise the ginnel and pupils moving onto the playground. Use Prefects to monitor the ginnel and doors when coming back into school. Encourage safe play and discourage games with physical contact and 'play fighting'. Walk around the playground and continually scan the environment to ensure everyone is safe and respectful.	Ensure pupils are sent to wash their hands either from the classroom or the playground. Check uniform is smart. Ensure pupils are talking quietly and not using raised voices in the hall. Support and model using a knife, fork and spoon. Remind pupils of expectations. Be visible and scanning the hall for hands up or pupils requiring support. Remind pupils about manners. Monitor the clearing of plates and cups. Check tables and the floor before allowing pupils to leave. All pupils to remain in chairs until finished their lunch. Praise and reward the correct behaviour.	Ensure pupils leave the classrooms and building in a quiet and orderly manner. Stop pupils who are not following the procedures and make them wait until the end of the class line. Remind pupils of expectations and not to leave the playground/collection area unless permission from parents or with a parent/carer.

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	Uniform	Ready to learn	School resources and equipment	Respectful manners
Pupils	Wear the correct uniform including a tie in winter uniform. Ensure school shoes are worn and not trainers Name clothing, coats and bags for easy identification and retuning of misplaced items. Ensure hand bands and bobbles are school colours – green, white, black. Watches are permitted but must be removed for PE lessons. Ear rings can be small studs but must be removed (by the pupil) for all PE lessons and activities.	Ensure arrival at school/lessons in the correct mindset to listen and try hard. Arrive immediately into class following breaks and lunch times. Have the required equipment and resources on your desk ready for the start of the lesson. Keep work spaces clear and only have correct equipment on the tables. Sit sensibly and quietly. Be willing to try your best in all activities and actively engage with the instructions, learning and activities. Clear your working space and resources at the end of lessons. Push your chair under the table when getting up from your place. No toys, fidget tools or items from home unless agreed by staff.	Treat all resources and equipment with care. Ensure pen lids are placed on after use. Put equipment away where it is stored once used. Plug in laptops and Ipads. Respect outside play equipment and ensure it is returned at the end of breaks and lunch time. Admit to accidents if something is broken or misplaced. Be aware school may charge families for deliberate or repetitive damage to school resources.	Always say 'please' when asking for something. Always say 'thank you' when you receive something. Say 'good morning/good afternoon' to adults when spoken to and during registration. Wait for others to stop speaking before starting your own conversation or saying something to others. Respect peoples' views and opinions without comment or reaction. Be responsible and admit to mistakes and wrong doing – learn to be resilient and to learn from mistakes. Being responsible means being able to be trusted to do the right things that are expected of you without constant supervision.
Staff	Ensure uniform is correct at all times. Engage in dialogue with families when uniform is not correct to help to understand why the uniform is incorrect. Be understanding and fair but uphold the standards on uniform. Staff to present themselves appropriately.	Remind pupils of and model the expectations and the equipment required. Stop pupils using the agreed class method e.g. a clap routine, 'stop', 'put everything down', 'eyes to the front and listening'. Greet children and adults on entry to the room. Use clear instructions. Be consistent in expectations on work, behaviour, routines. Ensure allocated places for all pupils – tables or carpet. Be organised and well prepared for the lessons. Ensure resources are ready and accessible. Model clear working spaces and tidying own resources.	Model treatment of school resources and equipment. Discuss the value of items and cost of replacement when opportunities arise e.g. a pen needs replacing. Be honest and reflect with the class if damage happens to equipment or staff accidentally leave a pen to dry out etc.	Model respectful manners to pupils, staff, parents and visitors. Remind pupils about their manners and being polite and respectful.

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Appendix 1: Behaviour Stages and Sanctions - *Sanctions will only be issued after investigation or witnessing of an incident by an adult. All incidents of bullying must be dealt with according to the anti-bullying policy.*

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Following the rules (examples)	Following the rules (examples)	Following the rules (examples)	Following the rules (examples)	Following the rules (examples)
Taking turns. Putting hand up when speaking. Walking sensibly around school. Following instructions. Completing work.	Speaking politely to staff, visitors and other pupils. Using good manners. Following instructions. Co-operating with others. Showing kindness. Speaking truthfully. Work completed to the best of a pupil's ability.	Helping others in the playground. Being respectful to others and their opinions. Being respectful to property.	Being respectful to others and their opinions. Being respectful to property. Consistently following the school behaviour curriculum	Being respectful to others and their opinions. Being respectful to property. Consistently following the school behaviour curriculum
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
Shouting out. Name calling Low level disruption Work incomplete or below the expected standard for each pupil's ability.	Speaking rudely to staff. Answering back. Using bad language. Not following instructions. Deliberate distraction to staff or pupils. Work completed in a sub-standard way. Continued low-level disruption Rough' play (Play fighting) or inappropriate actions at break/lunch times. Provoking others. Lying. Racial, homophobic, transgender comment (non-directed). Deliberate damage to or loss of playground equipment	Aggression (including retaliation, hitting, kicking). Abuse/permanent damage of property, furniture, playground equipment. Absconding from the school building. Spitting and/or biting. Continued Low-level disruption after previous actions Verbal abuse/swearing (with intention) at another child. Stealing from another child or school property. Repetitive deliberate distraction. Racial, homophobic, transgender comment (directed at someone).	Abuse - racial, homophobic, transgender, sexual, peer to peer. Vandalism Verbal abuse/swearing at staff. Absconding from the school grounds. Stealing from staff or money/high value items. Persistent deliberate disruption. Use of mobile phone on school grounds.	Persistent bullying despite interventions. Persistent verbal abuse towards staff Physical abuse of staff Non-engagement of parents/carers Prohibited items brought into school – knives, weapons).
Action/Sanctions	Action/Sanctions	Action/Sanctions	Action/Sanctions	Action/Sanctions
A reminder of the expected behaviour. Verbal reprimand. Pupil being asked to repeat the inappropriate action correctly. Pupil moved to another seat/table within the classroom. Pupil repeats the work to the expected individual standard.	10+ minutes of time out (taken to different class). (Maximum time out 30 minutes) 10+ minutes - Stand at the blue fence (playground) (Maximum 25 minutes) Verbal apology from the pupil. Class teacher record incident for future reference – member of class staff contact parents if regular occurrences or if behaviour is unusual/new/concerning.	Refer to SLT if required. Class teacher to record incident and frequency. School Behaviour Plan (report card) put in place. Meeting with parents and pupils to discuss actions/expectations and plan moving forward. Miss 2x playtimes Phone call home from Headteacher	Parents meet with the headteacher and class teacher. Possible lunchtime exclusion – parents collect from school and return after lunch. Withdrawal from the classroom for a period of time – up to 1 day – work completed elsewhere. Possible managed transfer to another educational setting. Fixed term exclusion.	Meetings with parents and Headteacher. School transfer (possibly second) within the cluster. Fixed term exclusion. Permanent exclusion.

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