



Behaviour Framework

Intent

At Benjamin Adlard Primary School, we believe that good behaviour is a necessary condition for learning and for fulfilling the broader aims of education, including the development of character and academic success. Our behaviour approach is rooted in our ambition to enable every child to become the best version of themselves — emotionally, socially and academically.

Our behaviour framework is underpinned by the Thrive Approach and shaped by restorative principles. We recognise that all behaviour is a form of communication, and we aim to understand the emotions behind behaviour in order to respond with empathy, consistency, and high expectations. We support children to manage their emotions, restore relationships, and make better choices.

Each day, every member of our school community is expected to model and promote our core values of Aspiration, Independence, and Resilience. These values are explicitly taught, referenced, and celebrated in our daily practice.

We believe:

- Behaviour is explicitly taught, practised and refined.
- Strong values and clear expectations underpin consistent behaviour across school.
- All feelings and emotions are valid, but not all behaviours are acceptable.
- There is almost always a way to put things right, and we actively support pupils to do so.
- Behaviour systems must serve all pupils, while offering tailored support to those who need it most.
- Parental partnership is essential. We work closely with families to support behaviour both in and out of school.

Implementation

Golden Rules

Our behaviour expectations are clearly defined, positively framed, and consistently embedded in daily school life. We teach children what good behaviour looks like through our Golden Rules, which promote positive habits in all aspects of school life:

- Wonderful Walking
- Tremendous Transitions
- Legendary Lining Up
- United Uniform
- Constant Kindness
- Magnificent Manners

These rules are explicitly taught and modelled across the school, creating a shared language and culture around behaviour.

Behaviour system

To support most children in meeting our expectations, we use a colour-based behaviour system. This provides a clear, visual way for pupils to understand how they are doing and reflect on their choices. The system includes opportunities for:

- Recognition and celebration of positive behaviour.
- Reminders and reflection to support children to make better choices.
- Children striving to reach Gold each day – a visible symbol of success.
- Star Treats for pupils who collect ten Gold Stars – a special reward experience with a member of the leadership team.

This approach allows us to combine consistent routines with emotional awareness, giving all children the tools and motivation they need to thrive.

Behaviour Framework

We have developed a whole-school behaviour framework at Benjamin Adlard with the aim to create a **culture** of exceptionally good behaviour: for **learning**, for the **community** and for **life**. We aim to **build a community** which **values critical thinking, independence, resilience, empathy and a sense of responsibility** and to help learners take control over their behaviour and be **responsible** for the consequences of it. **We** encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns we can promote good relationships throughout the academy community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

Our Pupils will be taught and know the following expectations and routines linked to our Golden Rules:

Magnificent manners	United Uniform	Tremendous Transitions (moving around school)	Tremendous Transitions (moving around the classroom and ready to learn)	Legendary Lining Up
<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 nice for you. • Know that you should let any waiting adults and children through a 	<ul style="list-style-type: none"> • Know that we wear full uniform and it is worn correctly • Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately • Know that we should wear appropriate jewellery in school and no jewellery for PE 	<ul style="list-style-type: none"> • Know that we walk around school quietly on the left hand side • Know that we walk in a straight line • Know that we walk to and from the cloakroom and the toilet quietly and in an orderly manner. • Know that we enter/exit in silence for assembly or singing the songs and we 	<ul style="list-style-type: none"> • Know how to follow the 1, 2, 3 strategy effectively and efficiently (R, KS1) • Know that we have good sitting posture: legs crossed, lips closed, eyes looking and hands still (EYFS, KS1 and Yr3) • Know we have bottoms to the back of your chair, not fiddling or fidgeting ready to learn (unless part of IEP) (Moby) 	<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 / good posture • Know that we line up in quietly • Know that we walk in single file

<p>doorway before walking through yourself.</p> <ul style="list-style-type: none"> • Know that you should say 'Good morning/afternoon' to adults or child if spoken to. • Know that it is polite to give eye contact to the person you are talking to (unless stated otherwise on their IEP) - (Looking Luke) • Know that we use our eyes to pay attention and listen to the words carefully (Listening Lizzie) • Know that 'we wait for the gap' and think about what the other person is saying (Timmy and Tommy taking turns) 	<ul style="list-style-type: none"> • Know to bring correct PE kit as appropriate 	<p>walk into/out of the hall in a line.</p>	<ul style="list-style-type: none"> • Know that we keep our workspaces /resources tidy (before/during/after work) • Know that we place 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 and with respect 	
Wonderful Walking	Constant Kindness	Attendance and punctuality	Playtime behaviour	Dining Room
<ul style="list-style-type: none"> • Know that we walk around school quietly on the left hand side • Know that we walk in a straight line • Know that we enter/exit quietly singing the song playing for assembly and we walk into/out of the hall • Know that we walk in the dining room at lunch times and at breakfast club • Know that we walk around the classroom • Know that we walk to and from the cloakrooms and 	<ul style="list-style-type: none"> • Know being kind means using kind words, action and body language • Know that kindness helps everyone feel safe and respected at school • Know we can show kindness even when I feel frustrated or upset by taking a moment to calm • Know being kind is a choice we can make every day • Know that if I make a mistake, we can show kindness by saying sorry and making things right 	<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 you must walk from your classroom to the playground using Wonderful Walking • Know that you must play safely without hurting anyone • 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 	<ul style="list-style-type: none"> • Know that we clean hands before eating • Know that we don't shout in the hall • Know that we line up – one behind the other, quietly. • Know we walk on the left hand side • 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

<p>the toilet quietly in an orderly manner</p>	<ul style="list-style-type: none"> • Know we can tell a trusted adult if somebody doesn't show kindness. 		<ul style="list-style-type: none"> • Know that, when called, you must line up in your lining up order quickly • Know that the first whistle means stop and the second whistle means tidy up the equipment and line up • Know that when the music plays at lunch we tidy up • Know the rules for the outside games and follow these consistently • Know that equipment should be treated with care • Know that all adults should be listened to at break and lunch times 	
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All adults in the school will model behaviours by:

Magnificent manners	United Uniform	Tremendous Transitions (moving around school)	Tremendous Transitions (moving around the classroom and ready to learn)	Legendary Lining Up
<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 nice for you. • Know that you should let any waiting adults through a doorway before walking through yourself. 	<ul style="list-style-type: none"> • Ensure children's uniform is correct at all times • 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. 	<ul style="list-style-type: none"> • Regularly remind class of expectations when moving through school • Line the class up - establish a class order • 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 	<ul style="list-style-type: none"> • Stop children using the agreed strategy: count down, clap back, say/sing • Establish, teach and model routines and expectations • Greet children and adults on entry through the school and to the room • Use clear instructional language • Use agreed strategy when asking children to move around the classroom (1, 2- Reception, KS1) • Ensure allocated places for pupils at tables 	<ul style="list-style-type: none"> • 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 • Use the reminders of: Quiet lips, quiet feet and still hands using the visuals displayed (EYFS and KS1)

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Be understanding and fair yet uphold the standards expected • Present themselves in appropriate dress, in line with staff policy • Offer uniform from the uniform bank when families require and request for this 	<ul style="list-style-type: none"> • 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 volume 	<ul style="list-style-type: none"> • Be consistent in routines/behaviour/expectations • Be organised and well prepared for the lesson • Ensure workspaces/classroom is tidy, including their own desk • Use transitional songs /rhymes etc. where appropriate • Reinforce Sulp strategies where appropriate (Looking Luke, Listening Lizzie, Timmy and Tommy Taking Turns) 	
Wonderful Walking	Constant Kindness	Attendance and punctuality	Playtime behaviour	Dining Room
<ul style="list-style-type: none"> • Ensure adult leads the line to and from the destination • Regularly remind class of expectations when moving through school • 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 • Do not set off with a class/group until all expectations are met 	<ul style="list-style-type: none"> • Use kind language at all times • Treat every child with dignity and respect • Greet pupils warmly every day • Show empathy and understanding • Celebrate kindness in others • Be kind to colleagues • Remain calm and consistent • Be curious not furious • Listen to the children and support them to independently solve problems. 	<ul style="list-style-type: none"> • Arrive on time every day • Be prepared and ready to start on time • Use consistent routines • Speak positively about school • Address lateness calmly but clearly • Celebrate good attendance • Maintain strong communication with families • Report any concerns about attendance and punctuality 	<ul style="list-style-type: none"> • Ensure an adult leads the line to and from the playground, walking calmly • At the end of playtime, use the two whistle strategy to stop and tidy up • Actively support children in lining up respectfully and calmly • Promote kindness, inclusion and safety • Address any behaviour that does not meet expectations • EYFS and launchpad staff - reinforce Sulp strategies where appropriate (Looking Luke, Listening Lizzie, Timmy and Tommy Taking Turns) 	<ul style="list-style-type: none"> • Support and model to pupils to use knife and fork • Remind pupils of expectations • Monitor the cleaning of plates and cutlery • Check and remind of magnificent manners • Check spaces as pupils leave the eating space • Praise and reward the correct behaviour • Stop and correct any children running in the hall or not walking on the left hand side • Address any behaviour that does not meet expectations • At the end of playtime, use the two whistle strategy to stop and tidy up

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. Effective learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.
- The framework is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects
- Children should learn the content of the framework so that they can recall the information and act upon it. At the start of each term, the learning behaviours framework is revisited with pupils and will continue to be reinforced throughout the year.
- Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content

The process of teaching behaviour explicitly is as follows:

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

We have developed a clear and practical visual guide for staff to support positive behaviour across the school. This guide sets out consistent strategies and approaches that align with our behaviour framework, helping all staff to respond calmly, confidently, and effectively in any situation. It serves as a quick reference tool to promote shared language, routines and expectations ensuring every child experiences a predictable, safe and supportive environment throughout the day.

SEND pupils

While this overview is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who are neurodivergent may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the framework unimpeded. The following programmes are used to provide additional support when necessary.

- The Thrive Approach is a developmental and trauma-sensitive approach to meeting the emotional and social needs of children. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning.
- The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.
- Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning through such interventions as ELSA, Happy to Me and Lego Therapy.

These approaches are linked to the PSHE overview with regards to pupil wellbeing and mental health.

Impact

Our approach to behaviour ensures that all children are learning in a calm, safe and purposeful environment. As a result:

- Children demonstrate increasing levels of self-regulation, responsibility and empathy.

They understand the impact of their actions and make thoughtful choices. Dara, pupil, said “When I feel upset, I know how to calm down and talk about it instead of shouting.”

- Positive behaviour becomes habitual and supports academic achievement.

A strong learning culture has emerged, where pupils are free to focus and flourish. A member of staff commented on a recent staff survey ‘Pupils consistently demonstrate highly positive and commitment to their education. Low level disruption does not exist. Where children do have challenging behaviour, this is dealt with well and usually away from the classroom so the learning can continue.’

- Incidents of misbehaviour are reduced over time due to proactive teaching and consistent expectations.

The school has had 0% suspensions and permanent exclusions in the past four years.

- Pupils report feeling safe, heard and respected.

One child recently commented “Teachers really listen to us and help us sort things out.”

- Staff feel confident in responding to behaviour in a consistent and restorative way.

Regular CPD and shared language across the school have empowered staff to be proactive, not reactive. A member of staff commented on a recent staff survey “the school has a strong network of leaders, teachers and support staff that have great experience of the school and knowledge of each and every child. This creates a culture where poor behaviour is addressed and dealt with at point and early. Exceptional CPD allows us to deal with difficult behaviour because we are given the tools to do so.”

- Parents feel well-informed and supported in managing behaviour collaboratively.

Parents are kept in the loop through regular communication and are part of the solution. At a recent meeting, one parent commented ““We always know how behaviour is managed and feel involved.”

- Pupils who require additional support are identified early and offered appropriate interventions.

No child is left behind—intervention is timely, measured, and inclusive. The school was recently nominated for ‘Inclusive School of the Year’ at the TES Awards 2025.

At Benjamin Adlard, we don’t just manage behaviour — we teach it, model it, and celebrate it. By doing so, we help every child to grow into a kind, resilient and responsible individual, ready to succeed both within school and beyond.