



Our School Vision

'Rise up, take courage and do it!'

Ezra 10:4

Our School Values

Hope, courage and perseverance

Our Behaviour Curriculum:

At our schools, 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 'Rise Up' curriculum has been designed to build our pupils' character, preparing them for a successful future, and our behaviour curriculum is 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, and which also demonstrates respect, tolerance, understanding of difference and high aspirations for all. 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 kindness, care, respect, tolerance and empathy for others 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 national curriculum subjects.
- The behaviour curriculum is taught throughout the academic year through collective worship and our PSHE programme.

Hidden Curriculum

At our schools, 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 'Rise up' 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

Forest School 	Price 	Trauma Informed School 
Forest School's holistic approach encourages children to learn in a natural environment which is not only inspiring but also very calming. It will nurture their self-esteem whilst also teaching resilience and risk taking. It enhances the children's communication skills and ability to work as a team.	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.	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.

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
SLT Focus:	Behaviour for Learning	Lunchtime Rules and Routines	Christian Values	Behaviour for Learning	Lunchtime Rules and Routines/Manners	Outdoor Play
	Behaviour Bootcamp STARS/ Behaviour flow chart School rules Classroom Routines Around School Line up Collective worship Behaviour policy – share flow chart Talk about rewards (positive personal points).	Revision of routines and expectations STARS/ Behaviour flow chart Teachers to recap as necessary SLT to identify any areas for development Manners Respect of lunchtime area Family dining rules Behaviour for learning in the playground (Rise up, take courage and do it!)	Revision of routines and expectations STARS/ Behaviour flow chart Teachers to recap as necessary SLT to identify any areas for development Wet play rules Respect for people Respect of equipment and environment	Behaviour Reboot STARS/ Behaviour flow chart- More focused time on STARS. Classroom Routines Around School Line up Collective worship Behaviour policy – share flow chart Positive personal points	Behaviour Reboot STARS/ Behaviour flow chart- more focused time on the behaviour flow chart. Teachers to recap as necessary SLT to identify any areas for development Manners Respect for people Respect of lunchtime area Family dining rules Behaviour for learning (try your best, don't give up etc)	Behaviour Reboot Reminder of STARS in the classroom. Teachers to recap as necessary SLT to identify any areas for development Wet play rules Respect of equipment and environment

Christian Value	Hope	Justice	Dignity	Courage	Joy	Perseverance
Character education	Positivity	Fairness	Courtesy	Courage	Gratitude	Determination
Celebrating the season	Creation tide and hope of Harvest: Whole school donation to Food Bank	Justice for all at Christmas: shoe box appeal	Candlemas dignity of Simeon: lent challenge	Jesus' courage at Easter: Internation woman's day	Joy of the disciples at Pentecost: Christian Aid week	Trinity – God's never-ending love: beach clean .
PSHE	Me and my relationship	Valuing difference	Keeping Safe	Rights and Respects	Being my best	Growing and changing
PE Curriculum	Healthy ME	Thinking ME	Social ME	Healthy ME	Thinking ME	Social ME
Online Safety Curriculum	Safe 	Meeting 	Accepting 	Reliable 	Tell 	Be Smart with a Heart 
Connected to a Digital World	Privacy and security Self-image and identity	Online relationships	Online Reputation	Copyright and ownership	Managing Online Information Online Bullying	Health, well-being and lifestyle.
Wider Community		PCSO assembly	When I grow up Day Healthy Eating Cornwall	Healthy Living (Chartwells workshop)	RNLI Beach Safety	
Explicit teaching of British Values	What are British values? Why are they important? Mahatma Gandhi's birthday (2 October)	What is Democracy? School Council Elections Armistice/Remembrance Day (11 November)	What does it mean to have tolerance of different faiths and beliefs? World Religion Day (18 January)	What is individual Liberty? International Women's Day World Water Day (22 March)	What is meant by mutual respect? Anti Bullying week International Day Against Homophobia, Transphobia and Biphobia (17 May)	What is the Rule of Law? Police/PCSO/ magistrates World environment day (5 th June)
British Values through	Democracy Introducing democracy at the beginning of the	Rule of Law Following democracy, teaching the rule of	Individual Liberty Building upon the previous values, teaching individual	Mutual Respect Building upon the values of Democracy and	Tolerance of Different Faiths and Cultures Students to	Focus on reflection, consolidation,

Picture News	academic year sets a strong foundation for the other values. It helps students understand the importance of equal rights, decision-making, and respect for diverse opinions. Teaching democracy early allows students to participate in class discussions, elections, and collaborative decision-making processes throughout the year.	law emphasizes the significance of laws, rules, and regulations in maintaining a fair and orderly society. Students learn about the importance of following rules, understanding consequences, and developing a sense of responsibility. This value complements the democratic process and fosters a sense of justice and equality.	liberty focuses on the rights, freedoms, and personal choices individuals have within the boundaries of the law. This value encourages students to express their thoughts, make informed decisions, and respect others' rights to do the same. It reinforces the importance of responsible decision-making and understanding the consequences of one's actions.	Rule of Law, teaching Mutual Respect in Spring Half Term 2 allows students to deepen their understanding and appreciation for one another. By focusing on mutual respect at this stage, students learn the importance of valuing and honouring each other's individual rights, opinions, and perspectives. They develop empathy, active listening skills, and the ability to collaborate effectively.	conclude the academic year with a focus on embracing and celebrating diversity. By teaching this value last, students have already developed a foundation of prior taught values. They are now ready to explore and appreciate the richness of different religions, traditions, and cultures present within our society. By emphasising tolerance at this stage, students further develop their ability to engage respectfully with diverse perspectives, fostering inclusivity and combating prejudice	and practical application Students engage in activities that encourage reflection on democracy, the rule of law, individual liberty, mutual respect, and tolerance. They would explore real-world examples, participate in community engagement initiatives, and showcase their understanding through presentations or school events. This approach aims to reinforce their understanding of the values, make connections between them, and promote active citizenship, ensuring a lasting impact beyond the academic year.
Other possible	International Day of Democracy	Remembrance Day Bonfire Night Diwali	World Religion Day Children's Mental Health Week	Holi Women's History Month	Ramadan VE Day Christian aid week	World Refugee Day

Worship Themes	International Day of Peace Black History Month World Mental Health Day European Day of Languages	Human Rights Day Christmas		International Women's Day Neurodiversity Week World Book Day Easter		International Day of Friendship Eid
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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.

Please see below.





'RISE UP, TAKE COURAGE AND DO IT'



Creating Positive Behaviours for
Learning and Enjoyment

In the Corridors

S.T.A.R.S

- Walking sensibly and quietly
- Allowing adults to pass you
- Keeping to the left in corridors
- Picking up items on the floor
- Politely greeting others in a corridor

In the Classroom/school building

S.T.A.R.S

- Sitting correctly
- Tracking a speaker
- Paying attention to who is speaking
- Respecting others
- Respecting school equipment

In the Playground

S.T.A.R.S

- Following the rules of a game
- Showing care and respect for the equipment
- Taking in turns and sharing equipment when playing a game.
- Showing respect to adults by listening to instructions.
- Asking for a timeout if they become upset or angry.

In the Dinner Hall

S.T.A.R.S

- Talking quietly
- Waiting patiently before and after eating.
- Using a knife and fork to eat
- Placing food waste in the bin and recycling your packaging
- Eating with our mouths closed.

POSITIVE
PRAISE

TEAM
POINTS
+1 POINT

STICKERS
+1 POINT

POSITIVE
EMAIL HOME
+ 5 POINTS

ABOVE AND
BEYOND
AWARD
+ 10 POINTS

SHARE YOUR WORK
WITH ANOTHER
ADULT
IN SCHOOL
+ 10 POINTS

TEAM
REWARDS
EXTRA
PLAYTIME

INDIVIDUAL
REWARD
PURCHASE A
FREE ITEM

VERBAL
WARNING
WITH
REINFORCED
EXPECTATIONS

MOVE TO A
DIFFERENT
SEAT

A 1-MINUTE
TIMEOUT OUTSIDE
THE
CLASSROOM
TO REFLECT

A 10-MINUTE
TIMEOUT
IN ANOTHER
CLASS

MISSING PART OF
A BREAK TO
REFLECT AND
REINFORCE

MEETING WITH A
SCHOOL
LEADER

PARENTS
CALLED
INTO
SCHOOL

HOW DO YOU SHINE?



STARS

*We 'Rise up,
Take Courage
and Do It!'*



S

Sit up



T

Track the
speaker



A

Attention



R

Respect



S

Shine