

The Radford Academy Behaviour Curriculum 2026-27

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Reception to Y6	Explicit modelling/ teaching of the full behaviour curriculum content Reinforced During Monday Assemblies	Ongoing revision of content (ongoing reminders) Reinforced During Monday Assemblies	Longer recap of the Behaviour Curriculum through explicit modelling Reinforced During Monday Assemblies	Ongoing revision of content (ongoing reminders) Reinforced During Monday Assemblies	Longer recap of the behaviour curriculum through explicit modelling. Reinforced During Monday Assemblies	Ongoing revision of content (ongoing reminders) Reinforced During Monday Assemblies

Introduction

At Radford Academy, one way we develop children's character is through our behaviour curriculum. This links through our core value, self-discipline. In order to build character, we define the behaviours, habits and routines that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week of each term alongside the traditional National Curriculum subjects. These are reinforced through weekly assemblies. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently depending on individual SEND/SEMH needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year

Behaviour

Know that there are three behaviour expectations in school. These are to

- **Be Ready,**
- **Be Respectful,**
- **Be Safe.**



Know the following examples of these three principles –

Be Ready	Be Respectful	Be Safe
• Follow our 'active listening' routine: FANT • Show enthusiasm to learning • Remembering to bring equipment to school • Wearing correct school uniform • Tidying up your own workspace and the classroom • Follow adult instruction • Line up quietly ready for next phase of learning/break/lunch	• Say please and thank you • Hold doors open for people • Talk kindly to other pupils • Say good morning/ afternoon to adults • Respect others right to learn • Respect school property by looking after it • Use a calm and polite tone of voice • Value differences • Follow adult instruction • Accepting responsibility if you make a mistake and saying sorry	• Sitting sensibly in the classroom • Walking through corridors following 'Fantastic Walking' • Playing games that do not become too physical. • Using calm and respectful tones when we communicate and interact with each other

Silent Signaller

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by stopping what they're doing, putting their hand up. This should be done in silence. Teachers will countdown 3,2 and 1 while offering praise and reminders as they countdown. Teachers will use 'insist on 100%' strategy to ensure that all pupils are silent and paying attention.

Fantastic Walking

Know that we walk around school using **Fantastic Walking**

Know that Fantastic Walking means -

- Facing forward
- Walking in a straight line
- Hands behind their backs
- Without talking
- Without leaning on walls whilst waiting

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Fantastic Listening

Know that we use **Fantastic Listening** in class. The adult will say '**show me your ready to learn**' position. This means that we use FANT -

- **F – Face forwards/arms folded**
- **A – Always sit up straight**
- **N – Never interrupt**
- **T – Track the speaker**

Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

Transitioning within a lesson and at the end of a lesson (using 3,2,1 countdown)

Know that when the teacher signals (1) I should stop what I am doing.

Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals (3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to my line and then calmly to my classroom.

Know that I greet staff with a smile and a 'good morning'.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Start of a lesson

Know that I must go straight to my seat when I enter the classroom

Know that I stick or write my date and stick in any sheets/ WALTs, and/or stick in any additional resources as modelled by the teacher's example

Know that once I have met the expectation set out by the teacher, I close my book and wait silently to show my teacher I am ready to learn, by crossing my arms and sitting up straight, showing 'Fantastic Listening/Ready to Learn Position'/ FANT

Speaking in full sentences. We follow SHAPE:

- **S- Speak in full sentences**
- **H- Hands away from mouth**
- **A – Articulate (speak clearly)**
- **P- Project your voice**
- **E- Eye Contact**

Know that I should be talking in full sentences

Know that by talking in full sentences will help me to articulate my ideas clearly and concisely

Know that speaking in full sentences will develop my oracy skills as well as my reading and writing skills

Know that when a teacher uses the full sentence non-verbal cue, that I should attempt to put my response in to a full sentence

Know that when the teacher models talking in a full sentence (I do), that I repeat back the sentence (you do)

Excellent Interaction

Know that we expect all children to contribute in class. Fantastic contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Using good manners

Know that I should always say '**please**' when I am asking for something.

Know that I should always say '**thank you**' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show **gratitude** to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Fantastic Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be **kind**, by including people in my 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, I must line up in my lining up order straight away.

Know that I must walk back to my classroom using Fantastic Walking.

Lunchtime

Know that I use Fantastic Walking when walking to the hall.

Know that I line up and wait for to be served, using good manners

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.

Know that once I have cleared my plate, I return to my seat and wait until a member of staff tells me I can go

Know that once a member of staff raises their hand I will stop talking and listen to the instruction

Know that I use Fantastic Walking when walking from the dining hall to the playground.

End of the day routine

Know that it is really important to be sat in my seat/or on my carpet space

Know that I only stand up when an adult tells me to

Know that I should wait quietly whilst my class is dismissed.

Know that I only leave the classroom when my teacher has told me to and that my adult is there.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.