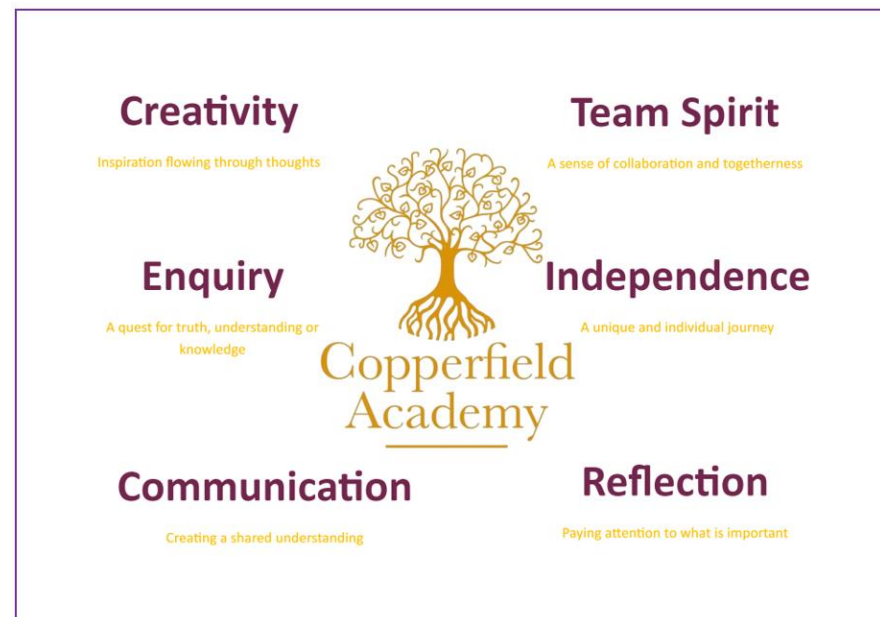


# COPPERFIELD ACADEMY

## Behaviour Curriculum



*Linked to - Behaviour Policy*

## Copperfield Academy Behaviour Curriculum

### Skills Progression and Assessment



### Copperfield Academy Behaviour Learning Curriculum

***‘Every adult and child to model desired and agreed behaviours,  
to create a safe environment and effective lifelong learners’***

Behaviour Curriculum Expected behaviours at school can be challenging to adopt and understand. Children need to learn social situations in a way that can be easily understood. Information presented in a literal, visual and concrete way will support our pupils to understand, cope and respond to rules, routines and the Copperfield school culture. Copperfield has developed a behaviour curriculum which is discretely taught throughout the year to support all pupils understanding of expectations. Each term, all year groups follow a behaviour curriculum which explicitly teaches the routines, Core Learning Values and behaviours (skills and attitudes) expected at Copperfield. When implementing the behaviour curriculum, teachers follow this structure based on Rosenshine’s principles (2012):

- 1) Review any previous learning
- 2) When teaching a new behaviour expectation, explain, in small steps, how children are expected to behave
- 3) Check for children’s understanding
- 4) Provide models of expected behaviours and routines
- 5) Practise the expected behaviour repeatedly
- 6) Check for understanding and correct errors
- 7) Obtain a high success rate before moving onto another behaviour
- 8) Provide scaffolds for children who find the behaviour challenging to learn
- 9) Ensure children understand it is an expectation that they perform the behaviour even when you do not ask them to, or an adult is not present
- 10) Review the behaviours regularly to demonstrate their knowledge

## Copperfield Academy Behaviour Curriculum

### Skills Progression and Assessment




<b>Copperfield Academy Behaviour Curriculum</b>		
Term	Focus Core Learning Value Behaviour Attitude Session	Frequency
Autumn 1	<b>Team Spirit (from 2025)</b>	<p><b>Explicitly Taught</b> (initially) 8.45am on Monday morning</p> <ul style="list-style-type: none"> <li>- Skills and Attitudes Session Monday Morning linking to CLV in assembly. One 20 minute session per week – minimum (revisited daily in class and communal areas)</li> <li>- Virtual Values Assembly Monday Afternoon</li> <li>- Whole class <i>THRIVE</i> discreetly supports during PPA sessions*</li> </ul>
Autumn 2	<b>Independence (from 2025)</b>	
Spring 1	<b>Communication</b>	
Spring 2	<b>Reflection</b>	
Summer 1	<b>Enquiry</b>	
Summer 2	<b>Creativity</b>	



## Copperfield Academy Behaviour Curriculum

### Skills Progression and Assessment



Action Plan			Expected Outcome/How do we know what it is working?
Outcome	Action	When	
<b>1</b> Replacement of In person Values Assembly with Skills and Attitudes taught session  	<ul style="list-style-type: none"> <li>- Skills and Attitudes to be taught on Monday morning (more sessions as needed)</li> <li>- All adults to model these throughout the week (no matter of class link)</li> <li>- Universal display created with CLVs, weekly focus poster (widget and steps) and CLV flipbook on it</li> <li>- Planning to be provided (adapted to meet needs by adults in class)</li> <li>- Monitoring of skills and attitudes session routine (cannot be skipped/pushed down timetable)</li> </ul>	Jan 2025	<p style="text-align: center;"><b><i>'Every adult and child to model desired and agreed behaviours, to create a safe environment and effective lifelong learners'</i></b></p> <ul style="list-style-type: none"> <li>- Low and then high level behaviour incidents reduce</li> <li>- Identified vulnerable behaviour list reduces</li> </ul>
<b>2</b> Values Assembly becomes weekly story based* focus on value (links to skills and attitudes)	<ul style="list-style-type: none"> <li>- Values assembly to be pre-recorded with a story link to CLV for that term</li> <li>- To be shared on Monday afternoon in classrooms</li> <li>- Creation of 'values stories' to support culture reference</li> </ul>	Jan 2025	
<b>3</b> Review of skills and attitudes taught ready for reorganisation in September 2025	<ul style="list-style-type: none"> <li>- Amendments to skills and attitudes cycle (in overview overleaf) this will be linked to school behaviour data</li> </ul>	Start of 25/26 academic year	

**Copperfield Academy Behaviour Curriculum**

**Skills Progression and Assessment**



Term 1 <b>Team Spirit</b> Skills and Attitudes Overview						
1	Greetings	Conflict Resolution	Sharing	Listening	Routines	Manners
Term 2 <b>Independence</b> Skills and Attitudes Overview						
2	Listening	Asking for Help	Greetings	Problem Solving	Concentration	Improvisation
Term 3 <b>Communication</b> Skills and Attitudes Overview						
3	Greetings	Manners	Listening	Asking for Help	Asking Questions	Conflict Resolution
Term 4 <b>Reflection</b> Skills and Attitudes Overview						
4	Listening	Asking Questions	Conflict Resolution	Honesty	Paying Attention	Self-Improvement
Term 5 <b>Enquiry</b> Skills and Attitudes Overview						
5	Asking questions	Problem Solving	Honesty/Truth	Manners	Initiative	Planning
Term 6 <b>Creativity</b> Skills and Attitudes Overview						
6	Initiative	Asking Questions	Inspiration	Persistence	Creative Thinking	Decision Making

Many of these skills and attitudes will intertwine, but the focus/specific skill will differ term to term e.g. Listening for both Team Spirit and Independence.

A breakdown of each skill and attitude will be presented in each individual lesson flipchart/PPT (for video use etc).

See skills progressions below.

## Copperfield Academy Behaviour Curriculum



### Skills Progression and Assessment

Term 1 <b>Team Spirit</b> Skills and Attitudes Overview						
<b>1</b>	<p style="text-align: center;"><b>Greetings</b></p> <ul style="list-style-type: none"> <li>- Communicating verbally</li> <li>- Communicating non-verbally</li> <li>- Responding/engaging with others</li> </ul>	<p style="text-align: center;"><b>Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>- How to calm down</li> <li>- How to talk</li> <li>- How to resolve</li> </ul>	<p style="text-align: center;"><b>Sharing</b></p> <ul style="list-style-type: none"> <li>- Understanding others</li> <li>- How to share</li> <li>- Applying this to break/lunchtimes</li> </ul>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>- How to listen</li> <li>- How to focus</li> <li>- Applying in school and wider settings</li> </ul>	<p style="text-align: center;"><b>Routines</b></p> <ul style="list-style-type: none"> <li>- What a routine is</li> <li>- Understanding our rules e.g. lining up</li> <li>- Lunchtime and dinner hall</li> </ul>	<p style="text-align: center;"><b>Manners</b></p> <ul style="list-style-type: none"> <li>- Saying please and thank you to the lunch staff</li> <li>- Enter the dining hall quietly</li> <li>- Quiet voices at tables</li> </ul>
Term 2 <b>Independence</b> Skills and Attitudes Overview						
<b>2</b>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>- What do if unsure</li> <li>- What around me helps</li> <li>- Checking in</li> </ul>	<p style="text-align: center;"><b>Asking for Help</b></p> <ul style="list-style-type: none"> <li>- How to ask for help</li> <li>- Understanding if you need help</li> <li>- How to use what is around me</li> </ul>	<p style="text-align: center;"><b>Greetings</b></p> <ul style="list-style-type: none"> <li>- Talking to everyone</li> <li>- Understanding how people respond</li> <li>- Understanding tone of voice/gestures</li> </ul>	<p style="text-align: center;"><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>- How to recognise a problem</li> <li>- Activity/Task Management</li> <li>- Being reflective</li> </ul>	<p style="text-align: center;"><b>Concentration</b></p> <ul style="list-style-type: none"> <li>- How to focus</li> <li>- How to re-focus</li> <li>- How to engage</li> </ul>	<p style="text-align: center;"><b>Initiative</b></p> <ul style="list-style-type: none"> <li>- What to do if unsure</li> <li>- How to respond to situations</li> <li>- How to help others</li> </ul>
Term 3 <b>Communication</b> Skills and Attitudes Overview						
<b>3</b>	<p style="text-align: center;"><b>Greetings</b></p> <ul style="list-style-type: none"> <li>- Expectations of myself and others</li> <li>- Helping when needed</li> <li>- How to feel safe</li> </ul>	<p style="text-align: center;"><b>Manners</b></p> <ul style="list-style-type: none"> <li>- How to be respectful</li> <li>- How to walk/move around school</li> </ul>	<p style="text-align: center;"><b>Reflection</b></p> <ul style="list-style-type: none"> <li>- Understand that all children have the right to feel safe in the playground</li> <li>- Recognise safe/unsafe play</li> </ul>	<p style="text-align: center;"><b>Asking for Help</b></p> <ul style="list-style-type: none"> <li>- Recognise and use a quiet and controlled tone of voice</li> <li>- Understanding when to ask for help</li> </ul>	<p style="text-align: center;"><b>Asking Questions</b></p> <ul style="list-style-type: none"> <li>- Understanding 'do I need to ask the question?'</li> <li>- What question do I need to ask?/Why?</li> </ul>	<p style="text-align: center;"><b>Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>- Understand that unkind comments can make people feel unhappy</li> </ul>
Term 4 <b>Reflection</b> Skills and Attitudes Overview						
<b>4</b>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Respect other children's personal space</li> <li>- Use empathy to understand another's point of view</li> <li>- Practise walking away</li> </ul>	<p style="text-align: center;"><b>Asking Questions</b></p> <ul style="list-style-type: none"> <li>- Understand that arguments are a choice</li> <li>- Use respectful phrases to deescalate a situation</li> </ul>	<p style="text-align: center;"><b>Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>- Understand that restorative conversations can be used to resolve conflict</li> <li>- Recognise it is important that everyone is able to share their feelings</li> </ul>	<p style="text-align: center;"><b>Honesty</b></p> <ul style="list-style-type: none"> <li>- Understand that it is okay to make a mistake</li> <li>- Recognise when you have made a mistake</li> <li>- Practise taking responsibility for a mistake</li> </ul>	<p style="text-align: center;"><b>Paying Attention</b></p> <ul style="list-style-type: none"> <li>- Being ready</li> <li>- Managing distractions</li> <li>- Challenging others</li> </ul>	<p style="text-align: center;"><b>Self-Improvement</b></p> <ul style="list-style-type: none"> <li>- Understanding reflection</li> <li>- Understanding empathy</li> <li>- What does getting it 'right' look like</li> </ul>
Term 5 <b>Enquiry</b> Skills and Attitudes Overview						
<b>5</b>	<p style="text-align: center;"><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>- Understanding the importance of questions</li> <li>- Understanding when to ask questions</li> <li>- Understanding who to ask questions</li> </ul>	<p style="text-align: center;"><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>- How to manage the unexpected</li> <li>- How to overcome difficulties</li> <li>- How to come up with effective solutions</li> </ul>	<p style="text-align: center;"><b>Honesty/Truth</b></p> <ul style="list-style-type: none"> <li>- Speaking and acting truthfully</li> <li>- How to be self-aware</li> </ul>	<p style="text-align: center;"><b>Manners</b></p> <ul style="list-style-type: none"> <li>- Identifying further social skills</li> <li>- Applying social skills in wider contexts</li> </ul>	<p style="text-align: center;"><b>Initiative</b></p> <ul style="list-style-type: none"> <li>- Understanding that you do not always have to be told</li> <li>- Spotting opportunities</li> </ul>	<p style="text-align: center;"><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Understanding task management</li> <li>- How to collaborate with others</li> </ul>

## Copperfield Academy Behaviour Curriculum

### Skills Progression and Assessment



Term 6 <b>Creativity</b> Skills and Attitudes Overview						
<b>6</b>	<b>Initiative</b> <ul style="list-style-type: none"><li>- Supporting others with opportunities</li><li>- How to link self-improvement and 'next time'</li></ul>	<b>Asking Questions</b> <ul style="list-style-type: none"><li>- To use questions in social situations</li><li>- To use questioning to challenge thinking and others</li></ul>	<b>Inspiration</b> <ul style="list-style-type: none"><li>- How to display honesty</li><li>- How to build relationships further</li><li>- How to drive for improvement</li></ul>	<b>Persistence</b> <ul style="list-style-type: none"><li>- How to manage setbacks and obstacles</li></ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"><li>- How to communicate and share ideas effectively</li></ul>	<b>Decision Making</b> <ul style="list-style-type: none"><li>- Applying skills to wider contexts to make well informed, empathetic and 'right' decisions</li></ul>

#### **Further reading:**

##### **Tom Bennet**

Developing a Culture (2017)

[https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom\\_Bennett\\_Independent\\_Review\\_of\\_Behaviour\\_in\\_Schools.pdf](https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)

Running The Room (2020)

[https://www.amazon.co.uk/Running-Room-Teachers-Guide-Behaviour/dp/B0CFFYPLCQ/ref=tmm\\_aud\\_swatch\\_0?\\_encoding=UTF8&qid=&sr=](https://www.amazon.co.uk/Running-Room-Teachers-Guide-Behaviour/dp/B0CFFYPLCQ/ref=tmm_aud_swatch_0?_encoding=UTF8&qid=&sr=)

##### **Bill Rogers**

Colleague Support (2002)