

Marwood Primary School



Behaviour Curriculum

Date of Issue
September 2026
Next review date
September 2027

Marwood Primary School Behaviour Curriculum

September 2025

1. Aims

Marwood Primary School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives.

At Marwood Primary School we aim to make it easier for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are determined to establish excellent behaviour.

We aim to:

- Create a culture of exceptionally good behaviour and eliminate disruptive behaviour to maximise time in class spent on teaching and learning.
 - Embed the school's values: **ambitious progress, learning to learn, and respectful consideration.**
 - Ensure SMART rules are followed by pupils being safe, showing good manners, being attentive and responsible and trying their best.
 - Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
 - Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
 - Ensure that all individuals at Marwood Primary School are treated fairly and shown respect.
 - Provide clarity for staff and students about acceptable behaviour and the consequences of misconduct.
 - Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the school's behaviour curriculum in and out of school.
 - Ensure that excellent behaviour is a minimum expectation for all.
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2. Teaching

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.

The behaviour curriculum is explicitly taught during the first week of the Autumn term, ensuring all pupils understand and can act upon the expectations set for them. This content is revisited at the start of each half term and reinforced throughout the year. Teachers model good behaviours and provide frequent opportunities for pupils to practise them, particularly in the early days of term. For example, routines such as lining up are taught in the classroom and consistently reinforced across different settings, like lunchtime.

While the curriculum applies to all pupils, it must be sensitively adapted to meet individual SEND needs, ensuring inclusive and respectful teaching for every child.

3. Behaviour Curriculum Teaching Process

All pupils are expected to know and demonstrate the behaviours outlined in this curriculum.

The process for teaching behaviour explicitly is:

1. **Identify** the behaviour we expect
2. **Teach** the behaviour explicitly
3. **Model** the behaviour we are expecting
4. **Practise** the behaviour
5. **Notice** excellent behaviour
6. **Create** conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.

4. Curriculum Throughout the Year

Half Term	Curriculum Taught
Autumn 1	Explicit teaching of the full behaviour curriculum content
Autumn 2	Ongoing revision of content
Spring 1	Longer recap of the behaviour curriculum
Spring 2	Ongoing revision of content
Summer 1	Longer recap of the behaviour curriculum
Summer 2	Ongoing revision of content

5. Behaviour Curriculum at Marwood Primary School

Respectful Manners

- Say please and thank you.
- Hold doors open for others.
- Greet others with “Good morning” or “Good afternoon”.
- Make eye contact when speaking (adapted for some children who may have SEND).
- Be responsible and trustworthy.
- Pick up litter, coats, and resources.

Uniform

- Wear full uniform correctly.
- Remove outdoor clothing indoors and hang it up.
- Wear only permitted jewellery (watch and stud earrings).
- Wear correct PE kit on PE days.

Assembly

- Walk in silently in line order and sit in rows.
- Sit cross-legged with straight backs and still hands.
- Face the speaker and use silent hands-up to contribute.
- Participate actively (e.g., singing).

Moving Around School

- Walk straight, sensibly, and quietly.
- Line up in agreed order.
- Knock and wait before entering rooms.
- Demonstrate “wonderful walking”:
 - Facing forward
 - Straight line
 - Hands by sides
 - No talking

- No leaning on walls

Playground

- Play safely and avoid play fighting.
- Be kind, include others, and share equipment.
- Help tidy up and return to class calmly.

Classroom

- Respond to teacher signals (e.g., signal, pause, insist including clapping 5 times).
- Sit with good posture:
 - TNT: Tummy Near Table
 - BBC: Bottoms in Back of Chair
- Keep workspace tidy.
- Be ready for lessons (drink, toilet, etc.).
- Push chairs in when leaving seat.
- Walk calmly and quietly.
- Treat equipment respectfully.
- Answer register politely.
- Follow presentation guidelines (see Section 7).

Library

- Speak quietly.
- Return books correctly.
- Look after schoolbooks.
- Keep books upright and tidy.
- No food or drink.
- Respect soft furnishings (e.g. sofa/bean bags) and other furniture.

Outside of School

- Represent the school respectfully in uniform.
- Be considerate when arriving/leaving school.
- Walk calmly, give space, use quiet voices.

Lunch Halls

- Line up quietly and follow TABLE rules.
- Use manners (please and thank you).
- Eat with knife and fork, chew with mouth closed.
- Stay seated and face food.
- Clear away properly.

Online

- Stay safe and use technology responsibly.

- Be polite, kind and sensible on platforms like WhatsApp and Snapchat.
 - Know who to go to for help and support (online safety).
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6. Adaptations

While this curriculum is for all pupils, it will be applied differently depending on age and individual SEND needs. For example, pupils with autistic spectrum conditions may find eye contact uncomfortable. Sensitivity must be applied at all times when teaching the curriculum.

7. Presentation Guidelines

Pupils are expected to follow clear presentation expectations in their books and workspaces. These are taught explicitly and reinforced regularly:

General Presentation Guidelines (for all subjects)

- **Date and title:** Always write the date and learning objective/title at the top of the page unless this is already printed on the sheet.
 - **Margins:** Use a ruler to draw margins if not pre-printed.
 - **Neat handwriting:** Use joined-up writing where appropriate (in line with Letter Join handwriting script); ensure letters sit correctly on the line.
 - **Corrections:** Cross out mistakes with a single line - no scribbling or using correction fluid.
 - **Spacing:** Leave appropriate space between lines and questions.
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General Presentation guidelines

EYFS

Presentation



next clean
page



stick straight



best
handwriting



no scribbling



always try our
best

Marwood Primary School Presentation Guidelines Year 1-2



We present our learning neatly so it shows our best effort.

Dates

Monday

Starting work

- No blank pages
- Next clean page.



Sticking work in

- Glue work **carefully and straight**



Handwriting

- Use neatest handwriting at all times



Draw one neat line through the mistake.

The cat -sat- on the mat.



Maths

- One number per box
- Line work up carefully
- Use a ruler when needed.

✓ Do this

3	7	+	1	5	=	5	2
---	---	---	---	---	---	---	---

✗ Not this

37	+	15	=	52
----	---	----	---	----

✓ Do this

2	3	7	
+	1	4	8
3	8	5	

✗ Not this

2	3	7	
+	1	4	8
3	8	5	

✓ Do this



✗ Not this



Marwood Primary School Presentation Guidelines Year 3-6



We present our learning neatly, so it shows our best effort.

Dates

- Date at the **top left** of every piece of work
- **Writing, topic books and Science:** long date (e.g. Wednesday 17th June 2026)
- **Maths:** short date (17.06.26)

Starting work

- No blank pages
- Start on the next clean page



Sticking work in

- Glue work **carefully and straight**



Handwriting

- Use neatest handwriting at all times
- Form letters correctly with:
 - Clear ascenders
 - Clear descenders
 - Consistent size



Looking after books

- Keep books **clean and tidy**
- Take pride in presentation

Editing and improving

- Draw **one neat line** through mistakes (no scribbling)
- Respond to feedback and improve work in **green polishing pen**



Draw one neat line through the mistake.

The cat ~~sat~~ on the mat.



Maths Presentation



- 1 One digit or symbol per square

✓ Do this

✗ Not this

$$\begin{array}{|c|c|c|c|c|c|c|} \hline & & & & & & \\ \hline 3 & 7 & + & 1 & 5 & = & 5 & 2 \\ \hline \end{array}$$

$$37+15=52$$

- 2 Line work up carefully

✓ Do this

✗ Not this

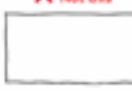
$$\begin{array}{r} 237 \\ +148 \\ \hline 385 \end{array}$$

$$\begin{array}{r} 237 \\ +148 \\ \hline 385 \end{array}$$

- 3 Use a ruler when needed

✓ Do this

✗ Not this



Neat work shows we are proud of our learning!

English Presentation Guidelines

- **Writing tool:** Use pen (as per Marwood's policy).
 - **Paragraphs:** Leave a line between paragraphs.
 - **Punctuation and grammar:** Check work for capital letters, full stops, and other punctuation.
 - **Spelling corrections:** Underline or highlight misspelled words and write the correct version nearby or in a spelling log.
 - **Editing:** Encourage pupils to use editing marks or coloured pens for improvements.
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Maths Presentation Guidelines

- **Writing tool:** Use **pencil** (as per Marwood's policy).
- **One digit per square:** Especially important for column methods and place value.
- **Show working:** Encourage pupils to lay out their calculations clearly and logically.
- **Diagrams and graphs:** Use rulers for straight lines and label axes accurately.
- **Units:** Always include units where relevant (e.g., cm, £, °C).
- **Number lines and jottings:** Should be neat and purposeful.
- **Self or peer assessment:** Children regularly self or peer assess work in Maths and need to ensure that:
 - Correct answers are marked neatly with a small tick (no bigger than the square);
 - Incorrect answers are highlighted by a small green dot in the square so the child can correct these either in the lesson or at a later date.

1	+	2	=	3	✓	
3	+	2	=	6	•	