

1. Rationale and supporting documents for a Behaviour Curriculum

Recent government guidance has emphasised the need for schools to develop a behaviour curriculum. There is an inseparable link between teaching and learning and behaviour. To help children and young people succeed we believe that we, as educators, must *teach* rather than *tell*. As a result, our 'Behaviour Curriculum' goes beyond the behaviour policy, it identifies the behaviour and skills we expect each child to master at each age and stage. This curriculum defines each skill and how it can be taught and allows recognition of progress. Where there are identified gaps planned interventions will be used to close these gaps; these interventions will be age and stage appropriate.

Behaviour in Schools (DfE, September 2022)

The non-statutory government guidance published in September 2022 states:

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place ([Behaviour in Schools 2022](#), p5)

This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited ([Behaviour in Schools 2022](#), p10).

We value pro-social behaviour; therefore, these are to be explicitly taught. This curriculum defines the valued behaviours, the learning objectives, how they can be taught, and the expected points of progress by which developing gaps can be identified.

Mental Health and Behaviour in Schools (DfE, November 2018)

This non-statutory advice aims to help schools to support pupils whose mental health problems manifest themselves in behaviour.

Recommendations include:

Prevention: *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos ([Mental Health and Behaviour in Schools 2018](#), p6)*

This can include teaching through curriculum subjects such as relationships education, relationship and sex education, health education or PSHE; counselling; positive classroom management; developing social skills; working with parents/carers; or peer support. ([Mental Health and Behaviour in Schools 2018](#), p9)

We believe that promoting good mental health and wellbeing for all pupils enables greater resilience. As a result, our curriculum reflects our approach to mental health and behaviour. This can also be seen through the value and importance we place on high quality learning environments and the broader culture and ethos our setting.

The trainee teacher behavioural toolkit: a summary (DfE, November 2019)

[This document](#) is a summary of two projects: the [Carter Review of Initial Teacher Training](#) and a [subsequent report](#) commissioned to locate the features of successful school cultures and classrooms. It summarises:

Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils.

Behaviour management should be seen as a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

Mental Health and Wellbeing in Schools Report (Children and Young People's Mental Health Coalition, June 2023)

This report is the result of a year-long inquiry exploring the links between mental health and behaviour and the impact of school behavioural policies on children and young people to understand what can be done to improve the approaches to behaviour and mental health in schools. One of the recommendations made in the report is *Schools should explore how to integrate mental health and wellbeing within the school curriculum and take steps to embed a whole school approach to mental health and wellbeing, so that it forms a central part of the school culture* ([Behaviour and Mental Health in Schools Report](#), p11).

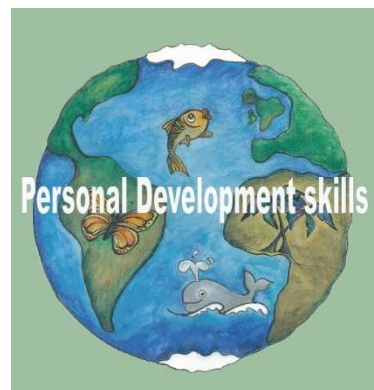
2. Curriculum Overview

- **Target Group:** This curriculum is aimed at all pupils within the dynamic of Westfield. The school cohort ranges from 4-19 yrs with a wide spread of needs, including ASC, SEMH needs and other learning difficulties. The curriculum is set out in Primary, Secondary and Post 16 stages for ease of use but must be used with knowledge of individual's stage, rather than age. EYFS and Early Primary have a separate curriculum overview.
- **Curriculum Objectives:**
 1. **Promote Valued Behaviour:** Foster self-regulation, independence, and social skills.
 2. **Develop Social and Emotional Skills:** Focus on communication, problem-solving, and emotional literacy.
 3. **Enhance Academic and Behavioural Engagement:** Integrate behaviour strategies into academic lessons to maintain focus and engagement.

Personal Development Skills is the key piece of work that is the backbone of Westfield's Behaviour Curriculum. Created in 2021 based on research by Bill Lucas, our personal development skills work is in itself is a curriculum for teaching the skills our pupils need to thrive into adulthood.

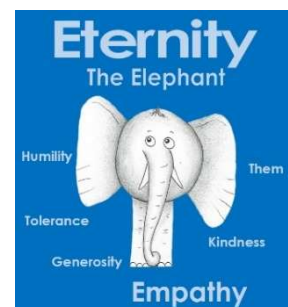
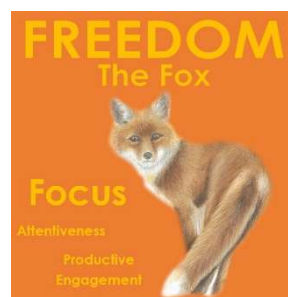
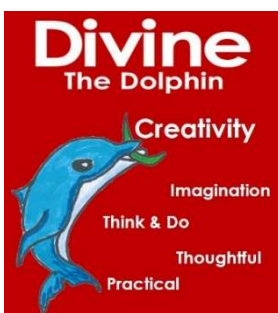
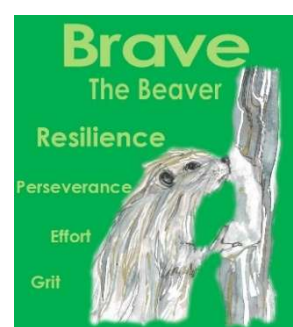
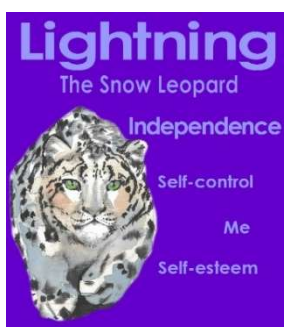
We spent two years developing a programme that provides a focus on identified Personal Development skills across all ages and the curriculum. In September 2021 we launched this new programme and are impressed to see how this has supported our young people in gaining and developing these life skills. To help our pupils with their understanding of these personal qualities, we created six animal characters who demonstrate the skills we want to develop.

We aim to ensure that our pupils understand that making progress in these essential life skills is one of the most important things they will do while they are with us. Regular opportunities exist for pupils to develop these skills through specific PD lessons each week and our 'Broadening Horizons' curriculum, which includes opportunities for outdoor education, a wide range of educational visits and residential activities.

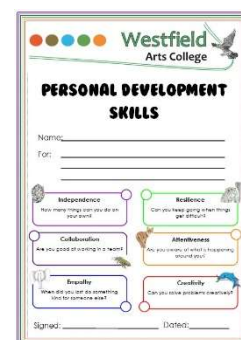


We chose 6 key values that we wanted to support all our pupils to learn throughout their time here. They are:

- Resilience
- Collaboration
- Independence
- Empathy
- Focus
- Creativity



Each half term we will focus on one of the qualities. Pupils can gain certificates to demonstrate how they have developed, with a different certificate for younger and older students. We have also written and published a beautiful book which will be shared and used to demonstrate the qualities. We are really proud of this and are certain that children and adults alike will enjoy it for years to come.



3. Key Principles and Approaches

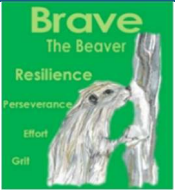
We support our Behaviour Curriculum with the use of Therapeutic Thinking. This approach ensures that staff are trained to support children whose emotional wellbeing is affecting their engagement with education. Therapeutic Thinking is a philosophy that highlights the importance of consistency and models the teaching needed to create internal discipline leading to behaviour change rather than imposing external discipline resulting in behaviour suppression. It provides a graduated approach, through person-centred analytical tools to explore, consider and understand the causes of poor emotional wellbeing, resulting in adaptations to de-escalate a situation before a crisis occurs.

Examples of key approaches:

- **Teaching and Learning focused on our 6 core values:** Our curriculum overview (section 4) can be used by staff to plan learning for Personal Development lessons or other occasions. The overview outlines the teaching focus for each value divided into Primary, Secondary, and Post 16, as well as learning objectives that are connected to Personal Development assessment on EfL. Additionally, there is a column where staff members can contribute their own suggestions for teaching activities and is a working part of the document. The six personal development skills are used in a different curriculum outline for EYFS and Early Primary.
- **Individualised Behaviour Plans:** A number of students who need more adaptations to their curriculum and support have a tailored behaviour plan that includes strengths, triggers, and strategies for managing difficult behaviours. These plans should be developed in collaboration with teachers, support staff, and families.

- **Positive Reinforcement:** Emphasise praise and rewards for positive behaviours, such as verbal affirmations and impromptu rewards. These are carefully considered and all staff have an understanding of the difference between a reward and a bribe.
- **Clear Expectations and Consistency:** Use visual cues, schedules and timetables, clear verbal instructions, and routines to make expectations explicit. Consistency is key to ensuring students understand and internalise behaviour expectations.
- **Inclusive Strategies:** Ensure that behaviour strategies cater to the diverse needs of students, including visual supports, sensory strategies, safe spaces and alternative communication methods.

4. Our Valued Behaviours and linked Learning Objectives

 Resilience			
Learning objectives	Stage	Teaching Focus	Specific Teaching ideas (Working document section)
- I can transition from transport to school safely with support - I can transition from my parent/ carer without significant distress - I can transition within my classroom area safely and without significant distress - I can participate in familiar classroom routines with familiar people - I can follow a 1-step routine with visual or gestural support - I can participate in a familiar activity with adult help - I can finish an activity with encouragement - I can recognize where things belong (e.g. putting toys in a bin) - I can explore materials with a trusted adult (e.g. touch a new texture while holding someone's hand) - I can engage in parallel play with familiar items - I can look at something new with interest - I can tolerate changes in routine with adult support - I can start a task when someone models it - I can copy an action (e.g., stacking blocks after an adult does it) - I can match an object to a visual cue - I can use a visual schedule to begin a known activity with prompting - I can accept that I make mistakes – that mistakes have a purpose and can be a learning opportunity - I can attend school full time - I can separate from my adult - I can build trusting relationships with adults outside my home - I can access strategies to manage my sensory needs - I can engage with an adult led agenda. <i>I can come to school and try to join in</i> <i>I can do a lot of things in school independently"</i> <i>I can try something new</i> - I can start my work on my own - I can correct mistakes - I can bounce back from setbacks - I can keep working even when things are challenging - I can try different ways to solving a problem - I can accept criticism	Primary	- Use stories such as The Hugging Tree and videos of animals overcoming challenges to explore how resilience helps us cope with difficulties. - Explicitly teach that mistakes are part of learning and model positive responses when things go wrong. - Encourage pupils to try everyday tasks independently before seeking help, such as fastening coats, tying shoelaces or organising belongings. - Use team-building and problem-solving activities that require perseverance, such as building the tallest tower from cups, marshmallows and cocktail sticks. - Provide opportunities to learn new skills, such as origami, cycling or outdoor education activities, and celebrate effort as well as achievement. - Use board games and playground games to teach pupils how to cope with winning, losing and taking turns. - Support pupils to manage change through visual timetables, social stories and preparation for transitions. - Use allotment and gardening activities to demonstrate that success often requires patience, repeated effort and trying again. - Encourage pupils to reflect on challenges they have overcome and identify strategies that helped them succeed. - Celebrate examples of resilience through assemblies, whole-school events and daily recognition of effort. - Gradually introduce new people, environments and experiences to build confidence and adaptability. - Provide opportunities for pupils to participate in unfamiliar events such as sports days, performances and community activities.	- Being part of student led assemblies, whole school events i.e. sports day, Christmas fayre, outdoor education - Pictures of plants and flowers growing in unusual places – i.e. pavements. How we show resilience day to day. - Board games – winning and losing - You tube clips of animals showing resilience i.e. badgers making a dam - The hugging tree story – on you tube - Problem solving games – see Twinkl - Team building games – see Twinkl - Building tall towers using everyday materials i.e. cups, mini marshmallows and cocktail sticks - Learning a new skill – i.e. origami, riding a bike - Primary college visits - Allotment time: trying again when things do not grow - Trying first before asking for help – laces, doing up coat etc - Explicit teaching around making mistakes and ways we can manage this feeling
	Secondary	- Break learning into manageable steps and celebrate progress in reading, spelling, handwriting and numeracy. - Use overlearning and repeated practice to help pupils experience success through persistence. - Provide progressively challenging tasks such as bridge building, STEM projects and engineering challenges. - Use PE, games and sports activities to teach pupils how to cope positively with success, disappointment and competition. - Create planned opportunities to work with different peers and social groups to build confidence and flexibility. - Encourage pupils to identify strategies they can use when they feel stuck, including peer support and prompt cards. - Use examples of mistakes in learning to demonstrate that errors support improvement and growth. - Model resilience and discuss real-life examples of people overcoming setbacks and challenges. - Encourage pupils to review their work, identify errors and make improvements independently. - Use problem-solving activities where several solutions are possible and pupils must keep trying different approaches. - Support pupils to manage timetable changes and unexpected events through preparation, discussion and reflection. - Explicitly praise resilient behaviours such as persistence, adaptability and willingness to try again.	- Handwriting, reading, spelling broken down to achieve progress - Overlearning - Winning in PE and games - Planned social times with different groupings/activities - Challenge tasks like towers, bridge building - Differentiated work that gets progressively harder – achievable to difficult - Strategies to manage - Learned helplessness e.g. wait times, prompt cards, move on to question you can do, peer support - Peer explanations - Explicitly praising resilience and skills used to keep going - If you make no mistakes the learning is too easy and you're not improving - Work together to identify errors - Use someone else's work/given example to correct, so practise but not directly wrong - Explicit conversations about positives of 'mistakes'
	Post 16	- Provide opportunities to complete personal challenges such as Jubilee Challenge, Ten Tors preparation and Duke of Edinburgh activities. - Encourage learners to take part in sporting, creative and performance activities that require commitment and perseverance.	- Challenges – Ten Tors / Jubilee / Shelter building - Sporting challenges - Theatre / Talent shows - DofE

• I can work through challenging problems to find a solution • I can accept unexpected changes • I can work in different setting • I can do a lot of things in school independently • I can try something new • I can start my work on my own • I can correct mistakes • I can accept that I make mistakes • I can bounce back from setbacks • I can keep working even when things are challenging • Working through mistakes in music • I can try different ways to solving a problem • I can accept criticism • I can work through challenging problems to find a solution • I can accept unexpected changes • I can work in different settings • I can follow an adult led agenda • I can debrief following confrontation • I can build safe and trusting relationships • I can accept opinions and feedback and others feelings • “Oops” positive and negative must be taught safely		• Use work experience, community projects and volunteering opportunities to develop resilience in real-life situations. • Provide opportunities for learners to experience manageable setbacks and reflect on how they responded. • Support learners to cope with changes to routines, staffing, travel arrangements and planned activities. • Use gardening and community projects to demonstrate that success often requires patience, flexibility and repeated effort. • Encourage learners to adapt plans during cooking activities when ingredients, equipment or circumstances change. • Develop resilience through travel training, including managing changes to public transport routes and timetables. • Encourage learners to reflect on challenges faced during residential visits and identify successful coping strategies. • Gradually reduce adult support to encourage independence and confidence in problem-solving. • Use role modelling, discussion and reflection to explore strategies for managing setbacks and uncertainty. • Celebrate examples of perseverance, adaptability and personal growth across school and community settings.	• Allowing the opportunity to fail • Timetable changes • Gardening in the community • Travel changes – i.e. public bus/vivs • Going out in all weather conditions – Whitcombe • Cooking – adopting ingredients • Taking to W/E – staying in W/E • Accepting changes • DoE • Jubilee Challenge • Role modelling • Visuals • Discussion • Demonstrations • Reduced support • Broaden horizons • See things from different point of view • Reassurance • Praise • Encouragement • Ideally own mistakes • Role model making mistakes • Reflection • Oops moments • Strategies/scenarios • Social stories • Timetable
--	--	--	--

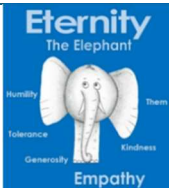
	Collaboration		
--	------------------------	--	--

Learning objectives	Stage	Teaching Focus	Specific Teaching ideas
• I can listen to adult instructions • I can follow simple commands • I can sit next to another pupil • I can share common resources • I can take my turn when talking • I can take my turn when playing • I can work with 1 other person • I can work in a group for a short time • I can share ideas and thoughts in a group • I can join someone else's game • I can compromise with a friend • I can ask someone to play with me • I can win or lose a game and behave appropriately • I can respect the personal space of others • I can follow and obey the rules of a game • I can accept not being first in a queue • I can use strategies to resolve disputes	Primary	• Use board games, card games and playground games to teach turn-taking, sharing and cooperation. • Plan collaborative construction challenges such as building the tallest tower or creating structures from limited resources. • Use treasure hunts and problem-solving activities that require pupils to work together towards a shared goal. • Encourage pupils to share books, resources and ideas during structured activities. • Use communication games, including blindfold activities and partner tasks, to develop listening and teamwork skills. • Plan den-building and outdoor learning activities that require pupils to negotiate roles and responsibilities. • Create opportunities for pupils to work alongside peers to complete puzzles, spelling activities and creative projects. • Use role play and modelling to teach compromise, sharing and resolving disagreements appropriately. • Encourage pupils to help younger classes or work alongside pupils from other classes during planned activities. • Use music, Open Orchestra and performance opportunities to promote collaboration and shared achievement. • Support pupils to reflect on successful teamwork and identify behaviours that helped the group succeed.	• Board and card games • Making the tallest tower • Puzzle making – split picture up to recreate • Treasure hunts with maps/clues • Sharing a book • Making a Guy Fawkes • Spelling game – each pupil has a whiteboard and writes a letter each. Stand at the front in the right order • Blindfolding games • Den making – playing a game inside once made • Peer + Peer working – planned sessions • Team games/activities • Use playtimes to model collaborative games – hide and seek, sardines in a tin etc • Plan shared environments and resources in all sessions • Communication games • Helping younger classes, joining up with other classes for sessions • Outdoor Education sessions – Jimmy to plan collaborative activities • Tumbledown – ensure peers are working together for activities • Open Orchestra • Making something that can... fly, float, make a sound etc with a peer
	Secondary	• Use PE, drama and outdoor education activities to develop teamwork, communication and problem-solving skills. • Plan group STEM challenges such as bridge building, engineering tasks and timed team competitions.	• Lesson input • Drama games • PE • Accreditation • PE/drama/STEM etc

		• Use collaborative art, music and performance projects where pupils contribute to a shared outcome. • Create opportunities for pupils to work with different peers rather than remaining within friendship groups. • Use escape rooms, obstacle courses and problem-solving challenges that require cooperation and communication. • Encourage participation in Sports Leaders, Arts Award and accreditation activities that involve teamwork. • Use structured discussion and communication activities to teach listening, negotiation and respectful disagreement. • Plan community projects such as litter picking, environmental work or fundraising activities that require collaboration. • Use Tumbledown Farm and WOEC activities to develop shared responsibility and team decision-making. • Encourage pupils to contribute to whole-school events, showcases and performances. • Reflect on group successes and discuss how collaboration helped achieve the outcome.	• Games • Class activities/PE/drama/SL/Arts Award/JC/Food tech/visiting artists • Communication – PDS/RSHE/General modelling • Games in class, e.g. timed challenges in pairs/groups – who can build the tallest tower out of straws? Whose can cross the sports hall first using only 2 mats? • Group puzzle picture – each member of the group draws from a different square and then add to the squares together to make the final picture. • Class jigsaw puzzle that everyone contributes to. • Litter picking teams. • Blindfold obstacle course. • Human knot game. • Escape rooms. • Team games at WOEC on outdoor education visits. • Mini research projects, e.g. How do bees collaborate for the good of the hive? How do ants collaborate for the sake of the colony? • Books: ‘Rosie Revere, Engineer’ by Andrea Batty, ‘The Three Wolves and the Big Bad Pig’ by Eugene Trivizas, ‘Stone Soup’ by Jon J Muth, ‘The Lost Library’ by Wendy Mass and Rebecca Stead, ‘The Wonder Team and the Forgotten Footballers’ by Leah Williamson • Team games – PE • Structured games • Music/events theatre • Art projects • Outside visitors e.g. Daryl Wakelam • Choir/singing picnic • Talent show/Show case • Tumbledown Farm • WOEC
	Post 16	• Engage learners in enterprise projects that require teamwork, planning and shared responsibility. • Use community action projects to encourage collaboration towards meaningful outcomes. • Encourage learners to work alongside different peers across lessons, tutor groups and enrichment activities. • Develop teamwork through residential visits, Duke of Edinburgh activities and community experiences. • Use group challenges such as Westfest and Jubilee Challenge activities to promote cooperation and resilience. • Encourage learners to share resources, ideas and responsibilities during practical activities and life skills sessions. • Develop collaborative skills through gaming, sports and recreational activities. • Use communal meals and social gatherings to practise conversation, cooperation and social interaction. • Support learners to plan and deliver events, performances and enterprise activities as part of a team. • Encourage participation in peer mentoring and support opportunities. • Reflect on effective teamwork and identify skills that support successful collaboration in adult life.	• Community action – involved in a group • Enterprise – working like a business • Westfest • Banana challenge (Susie) • Social interaction through gameplay • Lunch times – all together, sharing Xbox • Different lessons with different pupils (not just in tutor groups) • Wellbeing times – sharing resources • Christmas lunch – All had a hand at making it (decorations, cooking, drink making) • Residential trips – initially pupils haven a say where they go • Social interaction • Games • Residentials/group activities • Out & about • Travel training • Peer groups • Adult modelling • Joining in games • Communal meals & social gathering • Extra-curricular • Music festival • Art/Enterprise projects • Jubilee Challenge
 Independence			
Learning objectives	Stage	Teaching Focus	Specific Teaching ideas

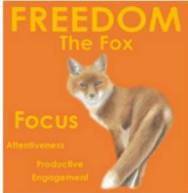
• I can locate my belongings • I can open my own packets in lunch box • I can go to the hatch and get my lunch • I can unpack and pack my bag • I can locate strategies/sensory equipment that supports me to regulate • I can put my own clothes on • I can put my own shoes on • I can hang my coat up • I can put my possessions away in class • I can help to tidy up • I can wash up • I can go to the playground • I can find all rooms around the school • I can cross the road safely and on the school site • I can cross the road in my community • I can introduce myself to someone new • I can do some tasks on my own • I can make my own choices • I can travel safely on my own • I can make simple meals	Primary	• Use visual schedules, Now and Next boards and task prompts to support independent completion of daily routines. • Teach pupils to organise their belongings by unpacking bags, hanging coats and preparing for lessons independently. • Provide opportunities to practise dressing skills such as fastening buttons, using zips and tying shoelaces. • Encourage pupils to prepare simple snacks and drinks, developing confidence in everyday life skills. • Use classroom jobs and responsibilities to develop ownership and independence. • Teach road safety and safe movement around school through regular practice and supported outings. • Support pupils to locate and use sensory resources and regulation strategies independently. • Use visual checklists to teach handwashing, personal care and self-help skills. • Encourage pupils to follow timetables and complete familiar tasks with gradually reduced adult support. • Teach pupils to care for personal belongings and classroom resources. • Plan opportunities where staff deliberately step back to allow pupils to attempt tasks independently. • Celebrate successful independent choices and problem-solving throughout the school day.	• Making a “class jobs” board • Finding items in the classroom – word/picture cards • Copying construction models- multilink, lego etc • Making paper plate faces using visual to copy from • Recreating patterns using various materials, toys • Copying pictures using various materials – lolly sticks, straws • Making toast faces using picture to copy • Follow Visual schedules, Now & Next etc • Broken down tasks • Outings/Road safety • Knowing what to wear for weather • Dressing skills – laces, buttons, zips • Looking after own belongings – visuals to support with tasks such as getting ready to go on the bus. • Snack – prepare toast/drink • Teaching all self help skills - toileting, dressing, using cutlery • Jobs around school – messages • Independent travel – around school, to transport • Following schedule/timetables • Handwashing – direct teaching and checking/check face after eating • Planned slots when staff ‘stepping back’ to allow pupil’s to attempt tasks
• I can keep myself clean • I can understand some of the factors that support my health and wellbeing • I can manage my own personal hygiene needs • I can ask for help • I can carry out a task within the safety of the school environment • I can write my own name • I can write a sentence • I can write a message • I can put my own clothes on • I can put my own shoes on • I can hang my coat up • I can put my possessions away in class • I can help to tidy up • I can get changed for PE • I can wash up • I can go to the playground on my own • I can find all rooms around the school • I can cross the road safely and on the school site • I can cross the road in my community • I can introduce myself to someone new • I can do some tasks on my own • I can make my own choices • I can travel safely on my own • I can make simple meals • I can keep myself clean • I can understand some of the factors that support my health and wellbeing • I can manage my own personal hygiene needs • I can write a sentence • I can write a message	Secondary	• Teach pupils to identify and select strategies that help them complete work independently. • Encourage pupils to use prompts, checklists and visual supports before seeking adult assistance. • Develop independence through travel training, educational visits and community-based learning. • Use Food Technology and life skills sessions to teach meal preparation and household skills. • Support pupils to manage personal hygiene and self-care through RSHE and practical routines. • Encourage pupils to take responsibility for organising equipment, meeting deadlines and managing their workload. • Use mock interviews, phone calls and careers activities to develop confidence in unfamiliar situations. • Provide opportunities for pupils to attend meetings, collect lunches and complete errands independently. • Encourage pupils to plan and budget for activities, visits and personal projects. • Use Duke of Edinburgh, residential experiences and outdoor education to build self-reliance. • Gradually reduce adult support while maintaining opportunities for success. • Celebrate examples of initiative, responsibility and independent decision-making.	• Timed – wait • Prompts • Peer support • Talking Tins • Progressively challenging work • Always start with ‘easy’ so successful • Teach variety of strategies to choose from • Resources for all strategies available to choose • Overlearning, repeating, revisiting, modelling, demo-ing, prompts, diagrams, instructions • Support from distance – intervene prior to failure • Questions to consider, not solutions given • Routines • Teaching broken down into separate, manageable areas for success e.g. handwriting, spelling, vocab • Why? What will happen? • Planned areas and outings e.g. travel, hygiene • Share prompts/supports with home • Cornwall trip • D of E • Swimming • Learn to move • Tying shoelaces • Red rabbit – yellow rabbit • Helping to tidy • Food tech • PDS/RSHE/PLGs • Mock interviews/making phone calls • CEG interviews/college visits • School tours/WOEC • ITT trainees • Food tech/DofE/Residentials/JC • Exercise/PDS/Couch to 5k • RSHE/frank conversations/PDS/face/pits/fancy bits • Delivering resources to classes around the school. • Planning and budgeting for a day out, e.g. Crealy. • Making snack and lunch in Options. • Attending Student Voice meetings without adult support. • Personal Projects; manage their use of time.

			• Collecting lunches from the kitchen without adult support. • Making their own drinks and offering to make for others. • Washing up. • RSHE lessons based on personal hygiene and taking responsibility for personal presentation. • Books: 'Hatchet' by Gary Paulson, 'Matilda' by Roald Dahl, 'Chains' by Laurie Halse Anderson 'A Tree Grows in Brooklyn' by Betty Smith, 'Island of the Blue Dolphins' by Scott O'Dell
	Post 16	• Develop travel training skills through independent use of public transport and community navigation. • Teach learners to manage personal finances through shopping, budgeting and money-handling activities. • Encourage learners to prepare meals, clean shared spaces and contribute to household-style routines. • Support learners to manage personal hygiene, health and wellbeing through practical life skills teaching. • Use work experience and enterprise projects to promote independence and responsibility. • Encourage learners to make informed choices about learning, careers and future aspirations. • Develop confidence in communicating with unfamiliar people through community participation and employment-related activities. • Use independent timetables, schedules and personal targets to develop self-management skills. • Support learners to solve problems independently before seeking adult assistance. • Provide opportunities to organise social activities, travel arrangements and community experiences. • Encourage learners to advocate for themselves and request support appropriately. • Celebrate increasing independence across home, school, work and community settings.	• Independent travel – bus • Cooking • Swimming • Choosing own lunch options • RSHE lesson • Travel training • Life Skills • Modelling • Signs for putting away things • Social stories • Goal setting for EHCP's • Backward chaining (working backwards) • Independent timetables • AQA awards • Lunches • Observing from a far/intervening if necessary • Residential • Swimming/PE • Handwashing posters • Repetition • Money skills – buying items • Buying own lunch out in the community • Travel training • Meeting up with peers outside of school • Cleaning rota • Shopping for themselves • Work experience • Residential • Westfest • Life skills practice in class • Hygiene checklist • Road safety • Confidence to ask for support • Manners • How to socialise with new people • Swimming – getting changed

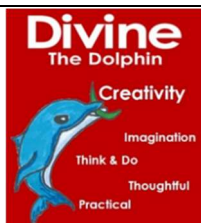


Empathy

Learning objectives	Stage	Teaching Focus	Specific Teaching ideas
- I can tell if someone is upset or hurt - I can help if someone is hurt in the playground - I care for my friends - I share my favourite things - I can recognise some of my emotions - I can recognise emotions in other people - I have feelings for characters in stories - I can make my friends feel happier - I can tell if other people in the world are suffering - I can help with charity work - I can understand why other people feel the way that they do and I can act positively to make them feel better - I can put other people's needs before my own - I can compliment someone - I can say sorry - I can recognise that my actions affect others	Primary	- Use stories, role play and discussion to explore emotions and understand how others may be feeling. - Teach emotion recognition using pictures, facial expressions, characters and real-life examples. - Model empathetic language and responses throughout the school day. - Use social stories and comic-strip conversations to explore social situations and perspectives. - Encourage sharing games and collaborative activities that require consideration of others. - Use scenario cards to discuss how actions can affect other people's feelings. - Support pupils to help and care for peers during classroom and playground activities. - Explore emotions through familiar story characters and discuss how they might feel. - Encourage pupils to recognise acts of kindness and celebrate positive social interactions. - Use assemblies, Artist of the Week and Student Voice activities to recognise contributions from others. - Engage pupils in fundraising activities and charitable projects to develop understanding of helping others.	- Toy and book sale project - Scenario cards - Sharing games - Teach a skill to a peer for them to teach to another i.e. lego model - Putting yourself in others shoes pictures - Making calming boards - Teaching individual emotions through characters in stories - Adults modelling and labelling emotions throughout the day - Role play – looking at facial expressions - Use of Social story/comic strips for de-briefs - Therapy dog – how to behave around him and why - Board games and others – winning/losing i.e. not bragging, consoling others etc - Assemblies – Artist of the Week - Student Voice – fund raising - Cake sales – work around charities - Harvest festival – food bank, homeless etc
	Secondary	- Use English, drama and RSHE lessons to explore different perspectives and experiences. - Encourage discussion of current events through Newsround and humanities topics to develop understanding of wider communities. - Teach emotional literacy through Zones of Regulation, social stories and structured discussion. - Use hot-seating, role play and character exploration to develop perspective-taking skills. - Explore how actions affect others through real-life scenarios and restorative conversations. - Encourage participation in fundraising, volunteering and community projects. - Use literature and film such as Inside Out to explore emotions, relationships and empathy. - Support pupils to recognise and respond appropriately to the feelings of peers. - Teach online empathy and respectful communication through online safety lessons. - Use comic-strip conversations and scenario cards to explore social situations and possible responses. - Celebrate acts of kindness, compassion and support within the school community.	- Literacy, English and drama - Zones of Regulations - RSHE - First Aid – start a heart stuff - Drawing and talking - Voluntary work/fundraising - Newsround/humanities - Sports Leaders/DofE - Social stories 1:1 conversations - Online safety - Conversation starter cards – How would you feel if?? - Research animals displaying empathy, e.g. dogs, elephants, dolphins, great apes, etc. - Look into charities, e.g. The Smile Train (toy sale). - BBC Teach Empathy Day resources. - Empathetic response activity – TWINKL - Empathy scenario cards - TWINKL - Film: 'Inside Out' - Books: 'The Night Bus Hero' by Onjali Q Raúf, 'When the Sky Falls' by Phil Earle, 'The Boy in the Striped Pyjamas' by John Boyne, 'The Terrible Thing that Happened to Barnaby Rocket' by John Boyne, 'Phoenix Brothers' by Sita Brahmachari - Social stories - Modelling - Hot-seating - Comic-strip convos - Scenario cards - Interpersonal relationship guidance - Selecting texts with messages e.g. bullying - Put in role of character - Thought bubbles/mind-maps - Discussions about emotions - Direct teaching of emotions - Share SS-CSC – debriefs with home - Fundraising - Charity days - Student Voice select causes to fundraise

	Post 16	• Use wellbeing, RSHE and relationship sessions to explore emotions, empathy and understanding. • Encourage learners to reflect on how their actions affect others in school, work and community settings. • Use current affairs and community issues to discuss the experiences of different people and groups. • Support learners to resolve disagreements through discussion, reflection and restorative approaches. • Encourage participation in community action and volunteering projects that support others. • Use residential visits and social activities to develop understanding of different perspectives and needs. • Teach learners how to apologise, repair relationships and show consideration for others. • Encourage peer support and recognition of the achievements and challenges of others. • Use personalised resources to support recognition of emotions and social cues. • Model empathy in everyday interactions and celebrate examples shown by learners. • Encourage learners to advocate for others as well as themselves.	• Face recognition resources (happy/sad etc) personalised to the child i.e. Harry Potter characters • Meditation/wellbeing sessions timetabled • Encouragement when students do show empathy • Watch news/Newsround discuss how others feel • Community Actions • Helping then apologise or understand how they affect others • RSHE • Relationships • Sharing resources • Emotions • Tidying up • Manners sessions • Residential – appropriate discussions • Understanding your environment • British values – appreciation • Opening up and walk and talk sessions • Asking to see PAPS
 Focus			
Learning objectives	Stage	Teaching Focus	Specific Teaching ideas
• I can listen to an adult • I can engage in play • I can engage in learning • I can ignore distractions • I can carry on with a task until the end • I can choose to work with certain friends • I can use my time productively • I can explore the world around me • I can hold a conversation with back-and-forth exchanges • I have some awareness of the world around me • I can actively listen • I can follow an object of reference • I can follow symbols • I can look at a book • I can play an interactive game	Primary	• Use attention-building games such as Simon Says, Kim’s Game and Chinese Whispers to develop listening skills. • Provide opportunities to complete puzzles, matching tasks and visual challenges that require concentration. • Use stories with actions and interactive books to encourage sustained engagement. • Teach pupils to follow simple instructions through structured listening activities. • Use visual supports to help pupils remain engaged with learning tasks. • Encourage pupils to complete activities from beginning to end with appropriate support. • Plan activities that require observation and attention to detail, such as spot-the-difference tasks. • Use errands and responsibilities around school to develop focus and task completion. • Provide opportunities for pupils to practise concentrating in different environments. • Teach pupils to recognise distractions and use strategies to return attention to a task. • Celebrate successful listening, engagement and task completion.	• Spot the difference activities – Twinkl has lots • Mazes – see Twinkl • Kim’s game • Chinese whispers • Simon says • Completing puzzles • Errands around school • Dressing up game – so many items each time i.e. scarf, hat, gloves. What’s missing when they walk into the room? • Completing puzzles • Stories with actions • Listening games – e.g. colouring parts of the picture
	Secondary	• Teach active listening through lesson discussions, presentations and structured group work. • Use memory games, puzzles and problem-solving activities to strengthen concentration skills. • Encourage pupils to use timers, schedules and personal targets to manage attention and workload. • Teach mindfulness and self-regulation strategies to support sustained focus. • Use practical subjects such as Food Technology, art and science to develop attention to detail. • Encourage pupils to follow multi-step instructions and complete tasks independently. • Use reading, drama and performance activities that require concentration and rehearsal. • Support pupils to identify environmental factors that help or hinder focus. • Encourage participation in interviews, presentations and discussions requiring sustained attention. • Use goal-setting activities to help pupils remain focused on long-term outcomes. • Celebrate improvements in concentration, organisation and task completion.	• Drama – learning scripts and re-learning • Reading sessions/lesson instruction/watching relevant TV • Games in class • Cooking • Timings in lessons/choices/timers for time out • Interviews • Newsround • Following instructions for lessons • Painting by Numbers • Memory games such as ‘Simon’ online. • Mindfulness activities • Sudoku, wordsearches, crosswords • Online escape room and code breaking games • Logic puzzles, e.g. Rubix cube, Chess, Blockus • Setting personal goals and planning how to achieve them • Books: ‘Frankie’s World’ by Aoife Dooley, ‘Focused’ by Alyson Gerber, ‘Earth Heroes: Twenty Inspiring Stories of People Saving Our World’ by Lily Dyu, ‘Heroes: Incredible True Stories of Courageous Animals’ by David Long and Kerry Hyndman, ‘Queen of Physics: How Wu Chien Shiung Helped Unlock the Secrets of the Atom’ by Teresa Robeson
	Post 16	• Support learners to manage time effectively through timetables, schedules and personal planning.	• Drama – learning scripts and re-learning • Reading sessions/lesson instruction/watching relevant TV

		• Teach strategies for maintaining focus during work experience, college visits and community activities. • Encourage learners to identify sensory and environmental supports that help concentration. • Use practical life skills activities that require sustained attention and accuracy. • Support learners to prioritise tasks and manage competing demands. • Teach learners to monitor their own attention and use strategies when focus is lost. • Use current affairs, discussions and tutor sessions to develop active listening skills. • Encourage appropriate use of technology and promote healthy digital habits. • Provide opportunities for learners to complete extended projects and accreditation work independently. • Use mindfulness, wellbeing activities and quiet spaces to support concentration. • Celebrate examples of perseverance, organisation and sustained engagement.	• Games in class • Cooking • Timings in lessons/choices/timers for time out • Interviews • Newsround • Following instructions for lessons • Can sit and pay attention • Time management • Understanding not to play on Xbox till 1am • Toilet at appropriate time • Following timetables • Completing Princes Trust work and full AQA work • Can work in random groups with different people • Timetable/schedule • Ear defenders/sensory input • Reduced phone use • English speaking and listening • Tutor line to talk about what they have done • Curriculum appropriate to students needs/likes • Newsround/local papers • Ear defenders • Games/puzzles • Quiet spaces
--	--	--	--



Creativity

Learning objectives	Stage	Teaching Focus	Specific Teaching ideas
• I can show information in a variety of ways • I can come up with my own ideas • I can develop ideas and thoughts • I can decorate or personalise my work • I can solve problems in different ways • I can respond to artistic performances • I can take part in dance, drama or music performances • I can express my feelings as I listen and respond to music • I can use my imagination to create my own characters and stories • I can share my creative work and talk about it with an adult • I can create collaboratively, sharing ideas and skills • I can build something • I can create a play scene • I can play with a toy in a creative way • I can explore mark making • I can make patterns	Primary	• Encourage pupils to explore a range of materials including paint, clay, textiles, natural materials and construction resources. • Use drama, puppetry and role play to develop imagination and storytelling skills. • Provide opportunities for pupils to create models using recycled and everyday materials. • Encourage creative expression through music, dance, movement and performance. • Use photography, animation and digital media to explore different ways of presenting ideas. • Support pupils to create their own stories, games, characters and imaginative worlds. • Encourage experimentation with colour, pattern, texture and design. • Use outdoor learning opportunities to inspire creative thinking and artistic responses. • Provide opportunities to share and celebrate creative work with peers and adults. • Encourage collaborative creative projects that involve sharing ideas and solving problems together. • Celebrate originality, imagination and willingness to try new ideas.	• Drama – charades game • Hair styling • Model making -i.e. with junk materials • using natural materials to be creative • Photography • Face paints • Nail painting • Sewing activities • Textiles patterns and prints • Making badge – have a badge maker • Working with clay • Puppetry – making and performing • Playdough – making and modelling • Slime making • Outside chalk patterns • Film animation using I-pads • Writing poetry, • making up games • Story writing
	Secondary	• Use English, drama, art and music lessons to encourage creative thinking and self-expression. • Provide opportunities for pupils to create films, performances, digital media and artistic work. • Encourage pupils to develop and refine their own ideas through personal projects. • Use coding, 3D printing and technology projects to explore creative problem-solving. • Explore the work of artists, performers, musicians and innovators as inspiration. • Encourage pupils to experiment with different materials, techniques and approaches. • Use collaborative storytelling, drama and performance activities to develop imagination. • Provide opportunities to showcase creative work through exhibitions, performances and school events.	• English lessons • Arts Award • Drama • Tech theatre • Food tech • Film making • Arts • Sports Leaders • Music lessons

		• Encourage pupils to evaluate and improve their creative work through reflection and feedback. • Use practical challenges that require innovative thinking and multiple solutions. • Celebrate creativity across all curriculum areas, not just the arts.	• Decks • Showcase • Shakespeare • Connections • IT – 3D printing and most specifically coding • Creating nature collages, e.g. forest nature collages • Emoji storytelling • Collaborative storytelling • Research inspiring creative people such as dancers, singers, rappers, street artists, etc The First Rule of Punk by Celia C. Perez • Books: ‘Taylor Swift’ (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara and Borghild Fallberg, ‘The Dot’, ‘Sky Color’ and ‘Ish’ by Peter H Reynolds, ‘Creativity: Finding Your Art’ by Christian Gómez, ‘Conscious Creativity: Look, Connect, Creat’e by Philippa Stanton, ‘Doodle Bliss’ books, ‘I’ll Give You The Sun’ by Jandy Nelson, ‘Beneath the Wide Silk Sky’ Emily Inouye Huey, ‘The First Rule of Punk’ by Celia C. Perez • Experimenting with ingredients • Choosing preferences for cake toppings • Altering recipe to improve • Personal projects • Piece of the week • Music classes/Art/Drama • BSO trip
	Post 16	• Encourage learners to develop personal projects based on their interests and aspirations. • Provide opportunities for creative expression through art, media, dance, drama, music and community projects. • Support learners to generate original ideas and explore alternative solutions to problems. • Use enterprise and work-related projects to encourage innovation and creative thinking. • Encourage learners to personalise projects, presentations and outcomes. • Provide opportunities to contribute ideas to curriculum planning and enrichment activities. • Use gardening, design and practical projects to develop creative problem-solving skills. • Encourage learners to experiment with new approaches and learn from the outcomes. • Showcase creative achievements through exhibitions, performances and community events such as Westfest. • Support learners to explore creative careers, hobbies and interests. • Celebrate imagination, individuality and originality in all aspects of learning and personal development.	• Art/sewing/community action/food tech/yoga/dance/Whitcombe • Media – come up with their own projects • Uniform – allowing them to wear what they like • Set challenges that encourage out of the box thinking • Practical tasks • Allowing own gardening ideas at St Francis’ church • DT – own projects • English – creative writing • Closet – own clothes night out • Maths – their own route to solving a problem • PE – team challenges • Art projects • Creative lesson planning • Personalised curriculum • Ownership of curriculum (views) • Outings to community groups and centres • Music/dance/PE/drama • Audiobooks • Mindfulness

6. Safeguarding

Link to Safeguarding policy

This Behaviour Curriculum works alongside our Safeguarding Policy to ensure all pupils are safe and supported. All staff must be aware that safeguarding and promoting the welfare of children is everyone's responsibility.

Preventing Bullying and Abuse

Our Behaviour Curriculum works alongside our Therapeutic Behaviour policy, which includes specific measures to prevent and address:

- Bullying (including name-calling, physical aggression)
- Cyberbullying (including online harassment, sharing of inappropriate images, misuse of technology)
- Prejudice-based and discriminatory bullying (related to protected characteristics including disability, race, religion, gender, sexual orientation)
- Child-on-child abuse (including physical abuse, sexual violence and harassment, harmful sexual behaviour)

Example teaching approaches:

- Explicit teaching about what bullying is and why it is unacceptable through our Personal Development Skills curriculum, particularly through our Empathy and Collaboration values
- Regular discussions about respect, kindness and inclusion appropriate to pupils' developmental stage
- Use of social stories, visual supports and role-play to teach appropriate peer interactions
- Clear visual displays showing "kind hands," "kind words," and "kind actions"

Reporting Systems

We recognise that our pupils may communicate concerns in different ways due to their communication needs. We have multiple systems in place for pupils to report concerns:

- Visual reporting systems: communication boards in classrooms and communal areas
- Trusted adults, including linked PAP for all pupils
- Communication books, email and phone calls home: Home-school books can be used by pupils, parents or staff to raise concerns
- AAC systems: Pupils using communication devices have vocabulary to express concerns
- Observation: Staff are trained to recognise signs of distress, changes in behaviour, or indicators that a pupil may be experiencing bullying or abuse

All concerns are taken seriously, recorded on MyConcern, and investigated promptly by the Designated Safeguarding Lead or a member of the safeguarding team.

Online Safety

Given our pupils' vulnerabilities, online safety is integrated throughout our curriculum:

- Teaching about safe use of technology appropriate to developmental stage
- Filtering and monitoring systems in place
- Regular communication with parents about issues that have arisen online and online safety at home
- Specific teaching about sharing images, personal information, and appropriate online communication
- Links to our Relationships and Sex Education curriculum

7. Monitoring and Assessment

- **Individual Behaviour Plans:**
 - **Monitoring:** Regular collection of data on behaviour through Significant Incident Reports. Analysed by Leaders of Therapeutic Behaviour and Provision daily. Also reviewed through the Therapeutic Behaviour Group half termly and support from the linked Therapeutic Thinking tutors and PAPs planned. A termly behaviour report is written by the Leader of Therapeutic Behaviour and presented to the P&D Governors committee for critical review. Regular updates to SLT through weekly meetings.

- **Assessment Tools:** including Efl, Early Prognosis, Anxiety Mapping, Predict Prevent & Progress, and Therapeutic Risk Management Plans.
- **Regular Review:** Behaviour plans should be reviewed and updated every term (or more frequently if needed) based on student progress and feedback from staff, families, and students. This is supported by the Leader of Therapeutic Behaviour, Provision, PAPs and Therapeutic Thinking Tutors linked to classes.
- **Inclusion of Parents and Carers:** Encourage a partnership with parents and carers to share observations, strategies, and challenges.
- **Whole-School Involvement:** Ensure that all staff (teaching, support staff, and specialists) are involved in reinforcing the behaviour curriculum and strategies through daily discussions, solution focussed meetings, learning walks and observations, and staff training opportunities.

8. Training and Support for Staff

- **Staff Development:** Provide regular training on behaviour management strategies, understanding special educational needs, and the use of personalised behaviour support plans. This is done through weekly staff meetings, half termly Therapeutic Thinking refreshers and other identified, pupil/class specific training needs. All staff are trained in Therapeutic Thinking which requires a 6 hour initial course and 3-6 hours of refresher time over each year to remain certificated. Staff receive an induction training package and regular safeguarding updates also.
- **Collaborative Approach:** Encourage a multidisciplinary approach, including collaboration with speech and language therapist, communication team, sensory lead, Therapeutic Thinking Tutors, PAPs, Educational psychologists, Early Bird, Mental Health in Schools Team, ID CAMHS, Core CAMHS, and Social Services, where appropriate to address the diverse needs of students.

9. Resources and Materials

- **Communication:** Whole school communication approach, including whole school visuals, led by Westfields communication team.
- **Zones of Regulation:** Trained staff members can support classes to use beneficial elements of this approach to support emotional literacy and create pupils own 'toolkits', with the long-term goal of improving emotional literacy and agency with all students.
- **Visual Aids:** Displays, signs, charts, AAC and schedules to support students with communication and understanding behaviour expectations.
- **Sensory Tools:** Items like fidget toys, noise-cancelling headphones, or gross motor sensory equipment e.g. Trampettes, swings etc.
- **Behaviour Incidents on MyConcern:** Significant incidents are uploaded to MyConcern and are able to be accessed by any team member, Safeguarding leads and linked persons from outside agencies, so all may have a good understanding of the challenges that individual students are facing.

9. Communication with Families

- **Regular Updates:** regular communication with parents and carers regarding their child's behaviour, including issues and progress. This is done through emails, home to school books, and/or phone calls, from class tutors, PAPs or other supporting staff, including SLT where appropriate.
- **Parent Workshops:** training for parents to support them in reinforcing behaviour strategies at home, including Early Bird, PAPs coffee mornings and individual meetings with parents.
- **Behaviour Plans:** School behaviour planning, as well as other agencies Behaviour Support Plans, can be shared and collaboratively reviewed and updated where appropriate.

10. Conclusion:

This behaviour curriculum offers a structured, flexible approach tailored to the diverse needs of students at Westfield. It emphasises positive reinforcement, individualised behaviour support, and the active involvement of staff, parents, and the wider school community. With a focus on continual improvement, this curriculum aims to create a safe and supportive environment for all students to thrive socially, emotionally, and academically.