



Hampton Vale Primary Academy



'The Hampton Vale Way'

The HVPA Excellence Framework



**Hampton Vale
Primary Academy**



Purpose

Our behaviour curriculum is the foundation of educational excellence. At HVPA, we believe that academic achievement, character development and social responsibility are inseparable. Behaviour is not managed as a response to incidents. Behaviour is taught as a planned and sequenced curriculum.

Our aim is to ensure that every child learns how to:

Behave with integrity

Engage respectfully with others

Demonstrate self-regulation

Show leadership and moral courage



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Purpose

We believe that every child has the right to learn in an environment that is safe, calm and free from disruption. We are committed to maintaining excellent standards of behaviour through the relentless and consistent implementation of our behaviour curriculum.

We believe behaviour is not assumed; it is explicitly taught, deliberately practised and consistently reinforced. Through predictable routines, strong relationships and clear expectations, we create a culture in which all pupils can thrive.



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THRIVE as a golden thread

Try our best

Honest choices

Reflect and improve

Inspire others

Value yourself

Education matters



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Curriculum Foundations

1. Explicit Instruction

Behaviour is taught directly.

Children are shown:

What good behaviour looks like

What it sounds like

What it feels like in practice

What it does not look like



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Curriculum Foundations

2. Deliberate Practice

Expectations are rehearsed repeatedly until automaticity is achieved.

Adults do not assume understanding.

Pupils practise routines under guided supervision.



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Curriculum Foundations

3. Cognitive and Character Development

The curriculum develops:

Executive functioning

Emotional regulation

Social reasoning

Moral judgement

Citizenship behaviour



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Curriculum Foundations

4. Cultural Consistency

Culture is created through micro-interactions.

The cumulative effect of thousands of correct interactions is outstanding behaviour.



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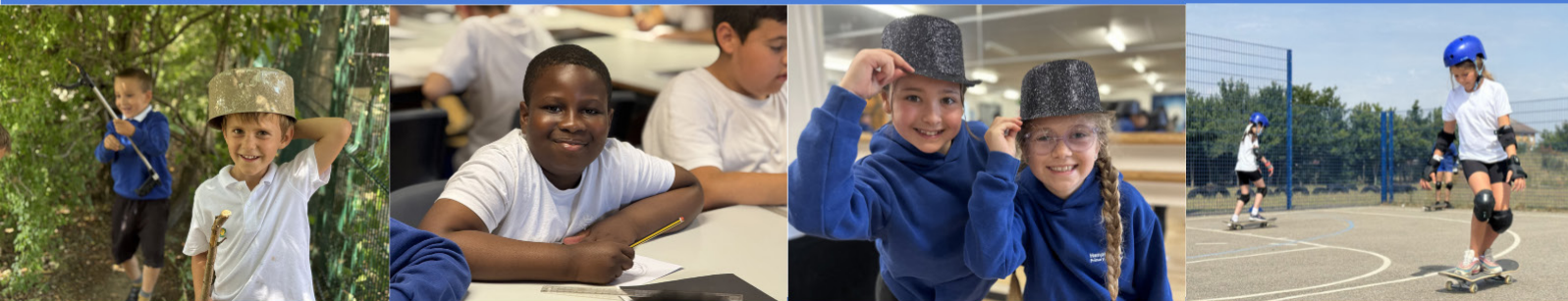
Core Standards

Every pupil is expected to understand and demonstrate three standards.

Be Respectful

Pupils demonstrate:

- Active listening
- Kind and safe language
- Respect for diversity
- Respect for authority and peers
- Consideration for others' learning



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Core Standards

Be Responsible

Pupils demonstrate:

- Ownership of behaviour and learning
- Care for resources and environment
- Honesty and integrity
- Accountability for actions



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Core Standards

Be Ready to Learn

Pupils demonstrate:

- Immediate response to instruction
- Prepared equipment and mindset
- Positive participation
- Sustained attention



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Core Standards

Be respectful	Be responsible	Be ready to learn
<ul style="list-style-type: none"> ➤ Say please and thank you ➤ Hold doors open for adults ➤ Talk kindly to other pupils ➤ Say good morning/afternoon to adults 	<ul style="list-style-type: none"> ➤ Complete homework on time ➤ Remember to bring equipment to school ➤ Tidy up your own work space and the classroom ➤ Accept responsibility if you make a mistake and say sorry 	<ul style="list-style-type: none"> ➤ Sit still ➤ Listen carefully to the teacher ➤ Give the teacher 100% of your attention ➤ Work hard on tasks given ➤ Make the most of every moment
<p>Know that if you respect someone, you have a good opinion of their character or ideas.</p>	<p>Know that being responsible means to be able to be trusted to do the right things without supervision.</p>	<p>Know that hard work and determination will help you achieve success.</p>



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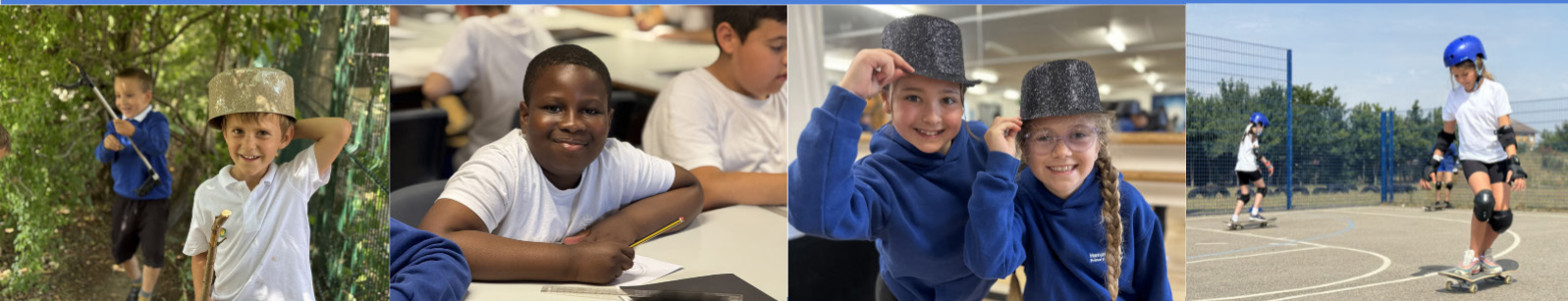


Character Development

The curriculum is morally grounded in eight core values:

- Integrity
- Empathy
- Respect
- Diversity
- Liberty
- Challenge
- Resilience
- Leadership

These values are taught as decision-making guides rather than abstract statements.



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Behaviour Mapping

The curriculum is sequenced across the school.

Foundation Stage — Social and Emotional Foundations

Pupils are taught to:

- Follow first-time instructions
- Share and collaborate
- Name and regulate emotions
- Move safely and respectfully
- Listen to adults and peers

Success indicator: Compliance plus early self-regulation.



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Behaviour Mapping

Key Stage 1 — Behavioural Awareness

Pupils are taught to:

- Speak and listen respectfully
- Wait and take turns
- Manage simple conflict
- Maintain focus for age-appropriate periods
- Begin responsibility for actions

Success indicator: Compliance plus early self-regulation.



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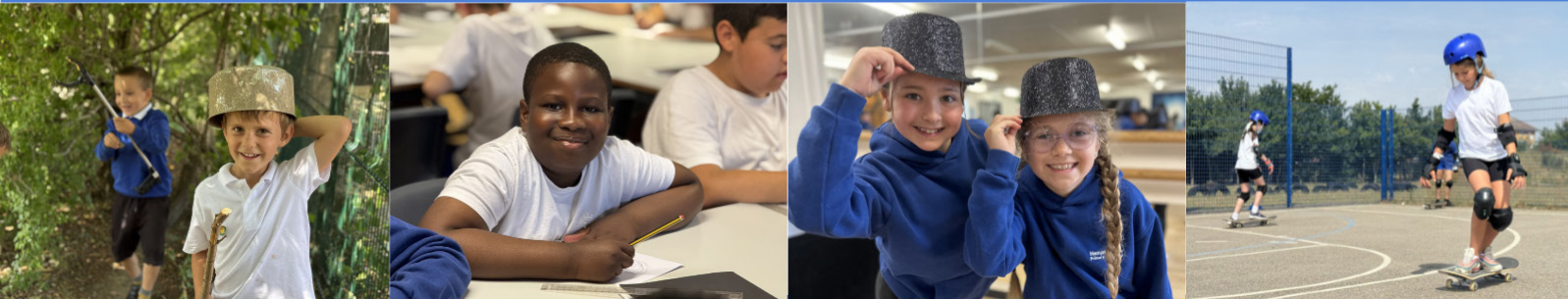
Behaviour Mapping

Lower Key Stage 2 — Behavioural Independence

Pupils are taught to:

- Sustain attention during learning
- Work cooperatively
- Accept accountability
- Apply regulation strategies
- Demonstrate reliability

Success indicator: Reduced adult prompting.



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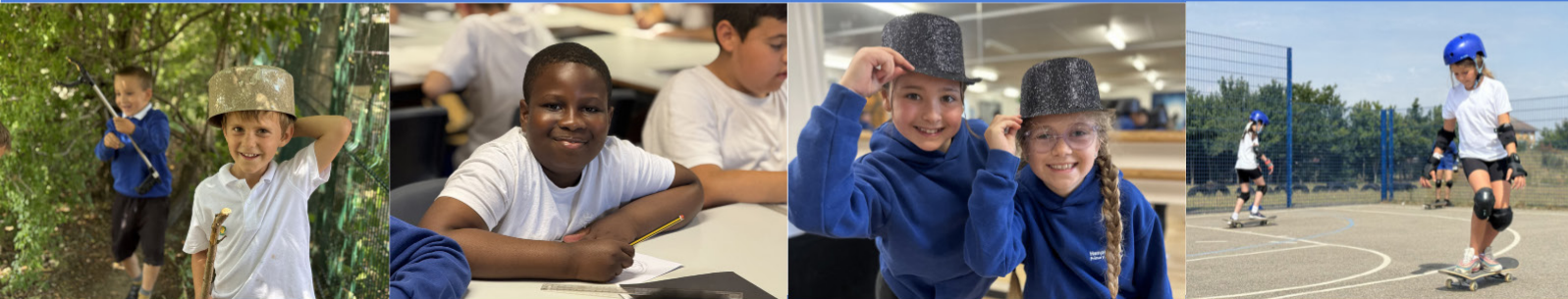
Behaviour Mapping

Upper Key Stage 2 — Behavioural Leadership

Pupils are taught to:

- Model school values
- Resolve peer conflict appropriately
- Represent the school positively
- Mentor younger pupils
- Exercise self-directed regulation

Success indicator: Pupil leadership of culture.



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Teaching Model

Behaviour is taught using a high-precision instructional cycle. This approach reflects evidence-based pedagogical practice.

- | | |
|--------------------------------|---|
| Step 1 - State the Expectation | Use clear, calm, instructional language. |
| Step 2 - Model the Behaviour | Adults demonstrate both correct and incorrect examples. |
| Step 3 - Guided Practice | Pupils rehearse the behaviour. |
| Step 4 - Feedback loop | Immediate correction or reinforcement is given. |
| Step 5 - Mastery Confirmation | Expectation is repeated until secured. |



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Teaching Model

At the start of each academic year, staff explicitly teach behaviour expectations, including:

- Classroom entry and exit
- Lining up and transitions
- Attention routines
- Active listening
- Partner talk
- Lunchtime conduct
- Playtime expectations
- Assembly behaviour

Expectations are re-taught after holidays and when standards require reinforcement.



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Adult standards

Behaviour culture depends on adult behaviour.

All staff are expected to demonstrate:

- Calm authority
- Emotional neutrality during correction
- High ratio of praise to correction
- Private correction wherever possible
- Consistent language across the school

Adults are the primary architects of culture.



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Inclusion

The school recognises that behaviour can be influenced by developmental or additional needs.

Support mechanisms include:

- Regulation teaching
- Individual behaviour plans where necessary
- Partnership with parents and carers
- Multi-agency collaboration

High expectations remain universal.



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Recognition Culture

Positive behaviour is deliberately noticed.

Recognition is:

- Specific
- Instructional
- Linked to values or principles

Forms of recognition may include:

- Verbal praise
- Celebration assemblies
- Leadership opportunities
- Positive communication with home



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Behaviour Curriculum Progression Map - EYFS

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Foundations of school culture	<ul style="list-style-type: none"> ➤ Follow first-time instructions ➤ Share resources ➤ Name and express emotions ➤ Move safely around adults and peers ➤ Listen during adult input 	Security, trust and early self-regulation



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Behaviour Curriculum Progression Map

- Year 1

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Understanding expectations	<ul style="list-style-type: none"> ➤ Listen carefully to instructions ➤ Speak respectfully ➤ Wait appropriately ➤ Line up and transition calmly ➤ Begin responsibility for belongings 	Predictable conduct and routine compliance



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Behaviour Curriculum Progression Map - Year 2

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Behavioural Reliability	<ul style="list-style-type: none"> ➤ Maintain focus for age-appropriate periods ➤ Resolve minor disagreements with support ➤ Follow school principles consistently ➤ Demonstrate kindness and respect 	Classroom stability and social awareness



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Behaviour Curriculum Progression Map

- Year 3

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Developing independence	<ul style="list-style-type: none"> ➤ Sustain concentration during learning tasks ➤ Work cooperatively in groups ➤ Accept responsibility for actions ➤ Apply regulation strategies with minimal adult prompting 	Reduced dependence on adult direction



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Behaviour Curriculum Progression Map

- Year 4

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Responsible participation	<ul style="list-style-type: none"> ➤ Demonstrate accountability ➤ Manage behaviour during transitions ➤ Use respectful dialogue during conflict ➤ Show reliability in group learning 	Mature classroom engagement



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Behaviour Curriculum Progression Map

- Year 5

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Emerging leadership	<ul style="list-style-type: none"> ➤ Model school values for younger pupils ➤ Demonstrate self-control under challenge ➤ Support positive peer behaviour ➤ Represent the school appropriately 	Cultural influence beyond self



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Behaviour Curriculum Progression Map

- Year 6

Behaviour learning focus	Knowledge & skill development	Cultural Outcome
Academic resilience and learning responsibility	<ul style="list-style-type: none"> ➤ Demonstrate perseverance when learning is challenging ➤ Maintain focus and effort during extended tasks ➤ Take responsibility for personal learning ➤ Apply strategies to manage stress and remain calm under pressure ➤ Show independence and confidence 	Positive learning habits and determination
School citizenship and leadership	<ul style="list-style-type: none"> ➤ Mentor younger pupils ➤ Resolve peer conflict respectfully ➤ Demonstrate high-level self-regulation ➤ Represent school ethos in all contexts ➤ Prepare for transition to secondary education 	Cultural guardianship and ambassador behaviour



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By the end of Year 6, pupils will be able to demonstrate:

- Consistent respectful communication
- Independent self-regulation
- Responsibility for actions and learning
- Positive representation of the school community
- Basic peer leadership and conflict resolution



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Walking around school

At Hampton Vale, we...

- walk on the left of the corridor
- face forwards when walking
- walk at a steady pace
- walk in a straight line
- walk with our hands by our sides
- walk in silence around school with purpose
- make sure everyone stays safe and learning is not disturbed



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Classroom routines

At Hampton Vale, we...

- face forwards in lessons
- always sit up straight
- never interrupt the speaker
- track the speaker to show respect
- know the order we always line up in
- know who to stand in front of and who is behind
- line up without leaning against the walls



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Classroom routines

At Hampton Vale, we...

- know the routine for entering the classroom and getting ready for work
- know the routine for handing out and collecting books in the classroom
- know where to keep my belongings and keep them tidy
- go the toilet at break times or lunchtimes unless I am ill
- answer questions by putting up my hand or using my whiteboard
- speak loudly and clearly when sharing our answers so that everyone can hear



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Manners

At Hampton Vale, we...

- use each other's names when greeting
- always say 'thank you' when we receive something or someone does something nice for us
- say 'excuse me' if someone is in our way
- always say 'please' when we are asking for something
- are positive when talking to adults and each other
- speak with kindness and listen with respect



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Manners

At Hampton Vale, we...

- respectfully give way to adults coming through doorways
- say 'good morning/afternoon' to adults
- ask polite questions such as 'how are you today?'
- give eye contact to the person we are talking to
- show gratitude to others by thanking them for what they have done for us



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Playtime behaviour

At Hampton Vale, we...

- walk from the classroom to the playground safely and quietly
- play safely without hurting anyone
- know that we don't 'play fight' because we may hurt someone by accident
- are kind by including others in games and sharing equipment
- know kindness comes from being gentle, caring and helpful towards others
- Know not to scream when playing together at playtime
- line up quickly as a team at the end of playtime



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Lunchtime behaviour

At Hampton Vale, we...

- stop straight away and wait silently when the bell is rung
- don't play over the red line on the playground
- line up as a team quickly in our specific area
- sit quietly at the table in the lunch hall
- use a quiet voice in the lunch hall so that everyone can have conversations
- always try use a knife and fork correctly
- finish what we are eating before leaving our seat



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Lunchtime behaviour

At Hampton Vale, we...

- use good manners during lunchtime, particularly when receiving food and talking to adults
- report any behaviour concerns on the playground to a trusted adult
- don't share food as this is not allergy safe
- clear up our own plate, cup and cutlery at the station
- put our hand up if we need help in the lunch hall



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Valuing education and our school

At Hampton Vale, we...

- wear the correct school uniform everyday and have pride in how we look
- try to attend school every day
- try to arrive at school on time every day
- know that attending school on time everyday is important so that we don't miss important learning
- know that when we are wearing our school uniform we are representing the school community
- must always behave respectfully and responsibly



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Valuing education and our school

At Hampton Vale, we...

- have high aspirations for what we can achieve
- understand that following 'The Hampton Vale Way' will help use become better learners and build positive habits to be successful in life
- are proud of our school community
- take care of our surroundings
- value our learning time and environment
- recognise the power of education
- THRIVE



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Acting as role models

At Hampton Vale, we...

- are considerate of other people's needs, wishes and feelings
- make honest choices, even when no one is watching
- inspire others through showing our school values consistently
- challenge other people's negative behaviour and never accept this



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Acting as role models

At Hampton Vale, we...

- encourage others to be their best
- when dealing with conflict, we take a moment, choose our words carefully and respond with control
- set an example by being polite and kind
- strive to be a role model



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Attitudes to learning

At Hampton Vale, we...

- come to lessons ready to learn and stay engaged
- show pride in our efforts
- give 100% attention to achieve our best
- are grateful to teachers for teaching us important information



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Attitudes to learning

At Hampton Vale, we...

- maximise every opportunity that we have to learn and achieve our goals
- stay resilient and rise to challenges
- bring a positive attitude to every lesson
- all have a right to learn
- encourage each other



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