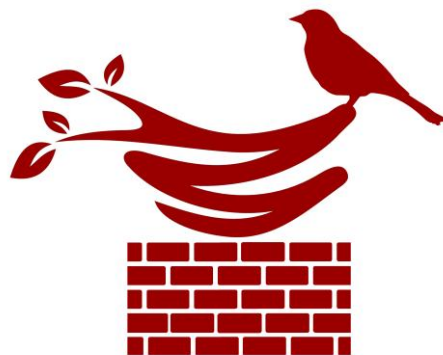


Juniper Hill School

Behaviour Curriculum



Kindness Enjoyment Achievement

Written April 2026

Intent

At Juniper Hill School, we strive to ensure our children are both safe and happy. Our behaviour curriculum recognises the importance of supporting children's personal and emotional development. Building, warm, positive, caring relationships is at the heart of all we do; but we also understand children need routines and rules to feel safe both physically and emotionally.

We are committed to creating an environment where exemplary behaviour is expected by all at Juniper Hill School. Through our Behaviour Curriculum we define the behaviours and habits we expect pupils to demonstrate at all times. We want to support our children to grow into adults who are polite, respectful, kind, and considerate of others. We believe as our children practise these behaviours over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Our school values underpin the behaviour curriculum.

Respect – Respect teaches children to be kind, listen to others, value different opinions, and treat everyone and everything with care.

Independence – Independence encourages children to take responsibility for their learning and behaviour, making their own choices, and develop confidence in solving problems on their own.

Community – Community helps children understand the importance of working together, supporting one another, and feeling a sense of belonging within the school and wider world.

Courage – Courage encourages children to face challenges, try new things, and stand up for what is right even when it feels difficult.

Creativity – Creativity encourages children to use their imagination, explore new ideas and express themselves in original and meaningful ways.

Curiosity - Curiosity is embedded in the behaviour curriculum by encouraging pupils to ask questions, explore ideas respectfully, and reflect on their choices, helping them develop a positive attitude to learning and to understanding others

Implementation

Behaviour expectations are taught explicitly during the first week of the autumn term alongside the National Curriculum. This happens in classrooms, in assemblies, in the playground and across all school spaces. At the start of each term, the behaviour expectations are revisited with pupils and continue to be reinforced throughout the year.

As with other curriculum content, this is taught using explicit teaching. Our teachers also demonstrate these behaviours and ensure children have time to practise. For example, our lining up routine is taught in the classroom but reinforced in different locations and times throughout the school day. It is expected that all adults and children will know and demonstrate the behaviour expectations in all areas of school including the playgrounds, dining hall and corridors.

Through our Behaviour Curriculum, we teach outstanding behaviour through clear expectations and routines.

The process for teaching behaviour explicitly is as follows:

IDENTIFY the behaviour we expect
EXPLICITLY TEACH the behaviour
MODEL the behaviour we expect
PRACTISE the behaviour
NOTICE excellent behaviour
CREATE the environment for excellent behaviour

We want our children to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become embedded and part of the Juniper Way.

Behaviour Curriculum in EYFS (Early Years Foundation Stage)

The EYFS Team and children follow all of the aspects set out above and make some adaptations due to the developmental needs and age of our youngest learners.

From the moment children start at Juniper Hill there is a high expectation of behaviour. This involves:

The EYFS Team set our clear expectations of behaviour to our new families.

The Juniper Team are role-models of good behaviour. They develop strong relationships with all children in order to address and improve behaviour.

The EYFS Team know that PSED is a prime area of learning and underpins all activities undertaken.

The EYFS Team plan daily learning activities which address behaviour learning outcomes within the EYFS Statutory Curriculum.

The EYFS Team work with the SENDCo / families and other professionals, where necessary, in order to support children's behaviour.

Our children are praised for remembering the school rules, routines and expectations..

Self-regulation is a key area of the EYFS statutory curriculum. The Juniper Team know that self-regulation enables children to focus their thinking, monitor and adapt what they are doing, regulate and cope with strong feelings, be patient about what they want and bounce back when encountering difficulties.

The ELG (Early Years Goal) states at the end of EYFS children at the expected standard:
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Having a clear, behaviour curriculum supports children in EYFS to achieve this.

Inclusion

The Behaviour Curriculum is for all children to aim to achieve. However, it will be adapted in different year groups / classes depending on the children's ages and individual educational needs. For example, the children in our SEMH Unit (The Nest) will find elements of the curriculum challenging, we understand this and will adapt the curriculum taught and expectations accordingly. At Juniper Hill School we want every child to have the best chance of success.

Collaboration with the Juniper Community

At Juniper Hill School, we encourage opportunities to work collaboratively with families to support behaviour. This may be specific information sharing on school policies or on specific strategies we are using with their individual child as part of a behaviour plan.

We consider the views of the Juniper children, this is carried out through the work of the Juniper Cabinet, the children have an elected Minister for Behaviour and Wellbeing.

The staff share their views on behaviour as part of the annual staff survey, or part of staff meetings / LSA meetings.

Key Expectations and Routines at Juniper Hill School

Juniper School Rules and Playground Rules

Juniper Hill School Rules

We show respect and kindness to ourselves and others.
We come to school on time, organised and ready to learn.
We try our best every day.
We move quietly and carefully around our school.

Juniper Hill Playground Rules

We are kind on the playground with our hands and our words.
We don't play with equipment on the playground before school.
We don't play with balls on the adventure area.
We are quiet in the quiet area, we don't run around.
We keep to our allocated areas.
We line up quietly and walk into school quietly.
At the end of a break, when the 1st whistle blows we stand in silence, when the 2nd whistle blows we walk to our lines and wait quietly.

Classroom Management

Carefully planned carpet seating and Kagan tables and places.
Kagan refocus signal is used consistently.
Lessons are well planned and resources for all lessons are organised and ready for learning.
Social skills are explicitly taught at part of a Kagan Structure
Kagan Class and Team Builders are used weekly / twice weekly to create a whole-class community and develop strong, cooperative learning teams where every child feels included and accountable.
Classes follow the Kagan expectations for Solo Work and Think Time; Working with Teammates and Classmates; and Expectations for Whole Class Instruction (see appendix A – C).
Use of praise and encouragement to celebrate success and build confidence.
Learning Support Assistants are managed well and are clear about how they can support individuals / small groups.

Recognition / Praise

Displays are used to support learning e.g., working wall and to recognise and celebrate learning.
Table points / house points / class points
Use of stickers / Headteacher stickers
Star of the week
Values badges
End of half term / term cups and end of term reading awards
Inform families

Reminders, Consequences and Repair

Children will be given a verbal warning in class should their behaviour fall short of the behaviour expected, after two reminders they will be given an appropriate consequence e.g., missing part of break, phone call home, discussion with a member of the leadership team etc

When children make a mistake with their behaviour, it's important we take time for self-reflection, to help support them to learn how to change their behaviour and to not make the same mistakes again. We do this by having an honest, reflective conversation and engaging in relational repair.

Questions we may ask include:

Can you share what happened?

Do you remember what you were feeling?

What have you felt since?

How do you think other people felt?

Now you have had time to think, what could you have done differently?

What could we do to put things right?

How might you do things differently next time?

Visibly Consistencies – All children and all members of the Juniper Team

Delight in our children - welcome everybody with warmth, care and a smile

Follow the Juniper Rules

Hold doors open

Praise excellent behaviour

Use polite manners

Supervise and support transitions

Show respect and kindness in all you do

Look after belonging and keep the school and classrooms clean, tidy and clear of clutter

End the day positively, share highlights of the day.

Behaviour Curriculum

At Juniper Hill School, all children will be taught and know the following expectations and routines.

Assembly

Know we enter/exit in silence when we walk into/out of the hall
Know our uniform is worn correctly (tuck shirt in, jumpers aren't tied around our waists etc.) on entry and exit
Know the sitting space and in which order
Know the expectations for sitting
Know we sit cross-legged with a straight back and hands still
Know we face the assembly leader and face forwards with eyes on the speaker
Know we use silent hands-up to contribute
Know we use manners when speaking
Know we participate actively when singing
Know we respond quickly when the refocus signal is used
Know we chat nicely and respectfully to celebrate our friends when they receive a reward

Attendance and Punctuality

Know that you must try to attend school every day
Know that you must try to arrive at school on time every day
Know that attending school on time every day is important so you don't miss out on learning.

Behaviour outside of school

Know when we are wearing school uniform, we are representing the school community.
Know we should be considerate of other people arriving and leaving school
Know that being considerate means thinking about other people's needs, wishes and feelings.
Know that examples of being considerate means listening to our adults and thinking about our road safety rules.

Communal Areas – Areas we share with other members of the Juniper Community

Know that we are respectful of the learning environment
Know to take care of displays when lining up
Know to place all litter in a dustbin, do not walk past
Know to walk around school in a quiet, sensible manner
Know that we pick up coats and bags and place them on our pegs
Know that we don't leave our belongings around the school.

Dining Hall

Know that we wash hands before eating
Know that we use a quiet voice and talk to the children opposite or adjacent to them only
Know that when eating, we stay in our seats facing our food
Know that we use a knife and fork appropriately
Know that we chew with our mouths closed
Know that we say please and thank you
Know that we put our hand up for adult attention
Know that we walk in the dining room
Know that if we have eaten a school dinner, we take our own tray to the clearing up station
Know that if we have eaten a packed lunch, we take wrappers home.
Know we don't leave food all over the hall floor
Know that we have to bring in our water bottles, it's important we have a drink with our food
Know that, when we have finished eating, we ask an adult if we can leave the dining hall

Lining Up

Know that we place our arms by our side
Know that we face forward
Know that we stand with straight backs / good posture
Know that we line up in silent
Know that we walk in single file
Know that, when called, you must line up in your lining up order quickly

When moving to line up in class we:

Know we walk to the line sensibly when told to do so
Know our lining up order
Know we place our chairs under our tables and leave our places tidy
Know we line up in silence
Know when we leave the classroom, we stay quiet and walk in a calm, sensible manner

Moving around school

Know we walk around school quietly
Know we walk in a straight line
Know we line up in our agreed line order
Know we are polite and courteous to other people at school
Know we open doors for others
Know we pick up litter, coats and resources if they are on the floor.

Playtime Behaviour

Know we are to follow the playground rules – see below

Know we aren't to come back inside when we are outside, we can only do so if we need the toilet, and then we must ask an adult on duty.

Juniper Hill Playground Rules

We are kind on the playground with our hands and our words.

We don't play with equipment on the playground before school.

We don't play with balls on the adventure area.

We are quiet in the quiet area, we don't run around.

We keep to our allocated areas.

We line up quietly and walk into school quietly.

At the end of a break, when the 1st whistle blows we stand in silence, when the 2nd whistle blows we walk to our lines and wait quietly.

Ready to Learn

Know how to follow the refocus signal

Know how to follow the Kagan expectations for Solo Work and Think Time; Working with Teammates and Classmates; and Expectations for Whole Class Instruction (see appendix A – C).

Know we have good sitting posture

Know we keep our workspaces / resources tidy (before/during/after work)

Know we need to be punctual

Know how to be ready for the lesson e.g., had a drink, toilet break etc.

Know we walk to the line sensibly

Know that we line up in the order

Know we place the chair under the table when leaving a seat

Know we move in a quiet, calm manner around the classroom

Know that we treat school equipment and school property, e.g., the toilets with respect

Respectful Manners

Know you should always say please when you are asking for something

Know you should always say 'thank you' when you receive something or someone does something for you.

Know you should let any waiting adults through a doorway before walking through yourself.

Know you should say 'hello' to an adult if spoken to around school

Know that it is polite to use your social skills when talking to other people

Know being responsible means being able to be trusted to do the right things that are expected of you without supervision

Uniform

Know we wear full uniform, and it is worn correctly

Know we wear black shoes to school, NO trainers

Know we remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside school and hang them up on our pegs or put them in our bags

Know we can wear a watch (not a smart watch) and one pair of small stud earrings

Know to bring correct PE kit in to school on PE days.

Know long hair is to be tied up

Know we need to ask our families to name all of our clothes

Impact

The impact of our behaviour curriculum is monitored and evaluated daily, termly and annually by the direct work of the Senior Leadership Team and Governing Body. This includes observations, dip sampling from MyConcern, written reports, pupil voice, stakeholder surveys, headline visits by the local authority, and QAR (Quality Assurance Reviews) as part of our work with Challenge Partners.



Juniper Hill School

Expectations for SOLO WORK AND THINK TIME

Looks Like We Are:

- Keeping our eyes on our own work
- Determined to give our best effort
- Focused on our work
- Following directions
- Being respectful and responsible

Sounds Like We Are Making:

- Minimal noise

Feels Like We Are:

- Comfortable and safe
- Determined to give our best effort
- Focused on the quality of our work



Juniper Hill School

Expectations for WORKING WITH TEAMMATES AND CLASSMATES

Looks Like We Are:

- Willing to work with everyone
- Making sure everyone understands by coaching
- Helping each other to stay on task
- Staying on task and following directions
- Being respectful and cooperating

Sounds Like We Are:

- Using our quiet voices (pair and team)
- Praising and encouraging
- Calm and focused

Feels Like We Are:

- Comfortable and safe
- Valued and important

Appendix C



Juniper Hill School

Expectations for WHOLE CLASS INSTRUCTIONS

Looks Like We Are:

- Paying attention with our eyes and bodies (active listening)
- Following directions
- Eager to learn and interested
- Being respectful and responsible

Sounds Like We Are:

- Being quiet

Feels Like We Are:

- Comfortable and safe
- Relaxed