

How we teach behaviour at Tudor Primary School

TUDOR PRIMARY SCHOOL

Spring 2026
Authored by: Maxine Smith

Our vision:

Enabling Dreams, Inspiring Minds, Building Futures

'Children need to learn why good behaviour is important and learn how to manage themselves and want to behave positively. Good behaviour should not come from fear of others or fear of the consequences of poor behaviour.'

(Senior leadership team; Tudor Primary school)

How we teach Behaviour at Tudor Primary School

Children aren't born knowing how to share, take turns, manage emotions, or resolve conflict. These skills need to be **taught, modelled, and practised**, just like reading or writing. For children to behave well they must be taught how to do this explicitly, as well as being given plenty of opportunity to rehearse, practise and refine their behaviour. Positive behaviour contributes to individual well-being by fostering a sense of accomplishment, self-worth, and social connection. When individuals engage in positive behaviours, they experience increased levels of satisfaction and fulfilment, leading to enhanced mental and emotional well-being. This document sets out how we build this into children's everyday experiences.

'Integrity - doing the right thing even though no one is watching'.

(School office team, Tudor Primary)

At Tudor Primary School, we explicitly teach the importance of expected behaviours as we do all other curriculum subjects. In doing so we aim to:

- Create a culture of expected behaviours
- Embed our core principles of: *Be Kind; Be Respectful; Be Responsible*
- Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions
- Provide clarity for staff and students about acceptable behaviour and the consequences of unwanted behaviours
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the school's behaviour curriculum in and out of school

Our Behaviour Curriculum is predominantly delivered through:

- Using colour monsters and 'The Zones of Regulation®' to recognise, name and manage emotions
- Weekly Assemblies which focus on our agreed values
- Behaviour Curriculum Lessons which supplement the Values assemblies
- Our SCARF (*Safety, Caring, Achievement, Resilience, Friendship*) based PSHE (*Personal, Social, Health, and Economic*) subject curriculum
- All staff modelling expected behaviours throughout the school day
- Recognising and praising positive behaviours whilst challenging and supporting unwanted behaviours

Colour monsters and 'The Zones'

'Life is 10% what happens to us and 90% how we react to it'.

(Charles Swindoll: Author)

At the very start of their journey with us in Early Years, the children learn to name their emotions with the help of the colour monsters.



This is reinforced throughout Key stage 1 and then in Year 3, we use our emotional literacy program, *The Zones of Regulation®*. "The Zones" (for short) are lessons and activities to help children gain skills in self-regulation. In addition to addressing self-regulation, the children will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE				
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control				

This is built upon further with exposure to a richer diet of emotional language as they move through Key stage 2. Alongside recognising their emotions, they also have opportunities to build their very own strategy toolkit, in managing those emotions that can sometimes feel very overwhelming, such as sadness, frustration and anger.

Our values-based curriculum

At Tudor Primary School, it is our aim to raise standards by promoting a school ethos that is underpinned by core values. We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning.

Every week, the children receive a 'values based' assembly which is dedicated to introducing and rehearsing these behaviours. Our teachers then remind, practise and reinforce this value, alongside our others, during that month. At the end of each month, staff, parents and children, have the opportunity to nominate individuals who have shown exceptional commitment to that value. [These can be viewed on our school website.](#)



Our agreed values 2024/25 & 2025/26

2024/25

September – Kindness
October – Respect
November - Responsibility
December – Thoughtfulness
January - Aspiration
February – Appreciation
March - Co-operation
April – Happiness
May – Positivity
June - Resilience
July - Independence

2025/26

September - Courage
October – Self belief
November – Empathy
December - Generosity
January - Equality
February - Honesty
March - Integrity
April - Patience
May - Trust
June - Understanding
July - Pride

Our SCARF based PSHE subject curriculum

As well as values-based assemblies and lessons, pupils' social and emotional development is embedded throughout the entire PSHE curriculum. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of their own personal and social experiences
- promotes responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourages a caring attitude towards and responsibility for the environment
- helps our pupils to understand and manage their feelings, build resilience and be independent, curious problem solvers
- understand how society works and some laws, rights and responsibilities involved

What will the pupils be taught during PSHE lessons?

At Tudor we follow the Coram Life Education SCARF programme of study (Safety, Caring, Achievement, Resilience, Friendship). We have chosen SCARF as our PSHE resource because the lessons build upon the pupil's prior learning and there is clear progression, so that our pupils are increasingly and appropriately challenged as they move up through the school. This programme teaches children key life skills, such as: self-regulation, critical thinking, empathy, and healthy relationships, using fun characters like *Healthy Harold* to build protective factors against risky behaviours. This scheme meets statutory guidance, and fosters a positive school culture for wellbeing and safety. It has also been adapted, so the content is relevant and sensitive to the needs of the pupils at Tudor.

The overview below highlights some of the content where 'understanding of oneself' and the impact we have on others and are environment. '[How we teach PSHE at Tudor](#) can be viewed in full on our website.

'Positive behaviour is built from a respect between each other and a recognition that we all matter.'

(Headteacher, Tudor Primary school)

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Rights and Responsibilities	Spring 2 Keeping Myself Safe	Summer 1 Being my Best	Summer 2 Growing and Changing
E YF S	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping my body safe Safe secrets and touches People who help to keep us safe	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y 1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Safe and unsafe secrets Appropriate touch (PANTS) Medicine safety	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Private areas of the body
Y 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Managing risk Decision-making skills Understanding the norms of drug use (cigarette and alcohol use) Staying safe online	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y 4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Having choices and making decisions about my health Taking care of my environment My skills and interests	Dealing with change Managing difficult feelings Different types of relationships
Y 5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community Understanding of drug use (cigarette and alcohol use)	Managing difficult feelings Managing change Puberty How my feelings help keeping safe Getting help
Y 6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law).	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Puberty Sex education Self-esteem

Leading by example and expectations

All members of our school community are expected to be polite and courteous. Staff model expected behaviours throughout the school day and pupils have many opportunities to practice these, for example, holding doors open and saying 'please and thank you'. These are reinforced in different locations and times throughout the school day.

By ensuring that kindness, respect and responsibility are evident each day, all stakeholders will recognise how to demonstrate the expectations of behaviour.

'Good behaviour can be sustained with consistency, vigilance, kindness, empathy, trust, positivity, praise and enthusiasm. Teaching values across the school I feel very passionately about practicing what I preach. I try my best to reflect this in my day-to-day life at Tudor.'

(Teaching assistant, Tudor Primary school)

Other examples of expected behaviours include:

Uniform	Assembly	Playground	Classroom
Do wear our school colours and sensible black shoes/trainers. Know that we can wear a watch and stud earrings.	Know that we enter/exit in silence. Know that we face the front, looking at the adult/class who are conducting the assembly.	Know that we must play safely. Know that we do not play fight because we may hurt someone by accident. Know that we must be kind by sharing equipment and including others in our playground games. Know that we help tidy equipment when the whistle blows. Know that we stand still without talking when the bell goes. Know that we walk back to class quietly and calmly.	Know that we keep our work spaces and classroom tidy. Know that we treat equipment appropriately. Know that we answer the register with 'Good morning/Good afternoon' followed by the name of our teacher. Know that we follow the presentation guidelines within our books. Know to put my hand up and not call out. Know that we do not stop others from learning. Know how to be ready for the lesson (eg had a drink, toilet break etc). Know that we walk in a quiet, calm manner around the room.
Moving around school	Attendance		
Lunch hall			
Know that we move around the school sensibly. Know that we line up in our agreed line order, if applicable.	Know that we try to attend school every day. Know that we must try to attend school on time. Know that attending school on time every day is important so we don't miss important learning.		
Library	Outside of school	Going home	Online
Know that we talk quietly in the library. Know that we place books carefully on the shelf in the correct place. Know that we look after our school books so that everyone can enjoy them.	Know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully.	Know that we collect our belongings sensibly and calmly in table groups. Know that we stack our chairs. Know that our classroom should be tidy.	Know how to stay safe online and use technology sensibly and safely <u>by learning about Esafety across the curriculum.</u> Know that we remain polite and kind when on online platforms. Know who to go to for help and support.

Recognising and praising positive behaviours

Our Friday assembly is a celebration of positive behaviours and individual achievements and 'Gold awards' are presented for children who have demonstrated these values over the course of the week. 'Reading certificates' are also shared, demonstrating a commitment to learning behaviours.

Merits and Stickers are part of our reward system to encourage children to utilise their full efforts in all areas of the curriculum and aspects of school life. When a child has shown consistent effort at their own personal level in any area of their schooling (social or academic) they can receive a reward.

Children in the Foundation Stage and Key stage 1 receive stickers to signify pleasing performance. For similar success in years 3 to year 6, a 'Merit Mark' is added to their merit chart. This takes the form of signature on a small 100 square in their home/ school diaries.

As the children in KS2 continue to set a good example, they can aim to receive a certificate by achieving different merit milestones:

25 Merits- Bronze Award

50 Merits- Silver Award

100 Merits- Gold Award

150 Merits- Diamond Award

Merit certificates will also be presented during our Friday assembly. Children will have the opportunity to stand up and be congratulated on reaching the milestone. They also receive a badge to wear proudly on their uniform.

Other rewards may be operated by individual class teachers with their own children as individual or group awards such as 'Marbles in the Jar' or 'Dojos', but the merit system should be the focus when encouraging all children to be positive pupils of Tudor Primary. At the end of each term, 'Head Teacher' awards are also shared and children have their names added to the '[Tudor Primary Role of Honour](#)'.

Challenging and supporting unwanted behaviours

At Tudor School we believe in encouraging children to assert themselves using a '3- step approach' for dealing with inappropriate or unwanted behaviour towards them.

Step 1: Say, 'I don't like that. Please stop.'

Step 2: Say, 'If you do that again I shall tell an adult.'

Step 3: Tell an adult.

For the majority of children, a gentle reminder from another person will be all that is needed to remind them of our shared values. [Our full 'behaviour for learning policy' can be found here.](#)

As part of our therapeutic approach to more difficult behaviours, educational consequences are provided alongside a period of time where children can reflect on how to manage their feelings and subsequent actions in a different way in the future.

What it means...

'Pupils' behaviour and attitudes to learning are excellent. Pupils and adults have strong relationships, rooted in mutual respect.'

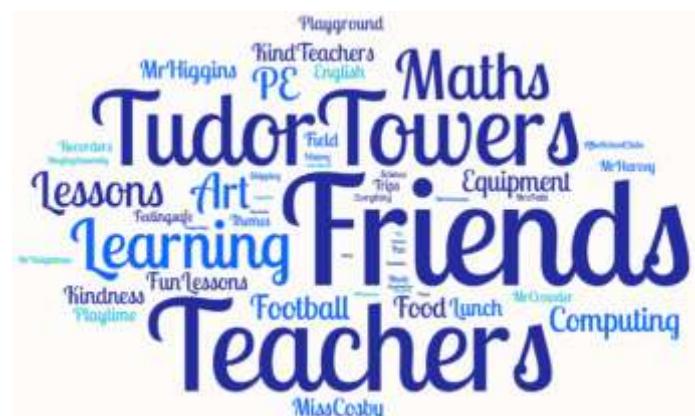
(Ofsted, December 2022)

By the time our pupils leave Tudor they will:

- Recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. [Look at how we link key British Values to our learning at Tudor here.](#)
- Have strategies to look after their mental health and well-being. [Look at how we support this through assemblies and parent links here.](#)
- Be able to approach a range of real life situations with resilience, positivity and assertiveness to help navigate through modern life.
- Be able to understand and manage their emotions with a toolkit of different strategies using the Zones of Regulation.
- To understand and build healthy, positive relationships and understand the importance they can play in their lives.
- Understand how to face changes within in their lives including physical changes.
- Develop positive self-esteem to help support them to become aspirational both now and in their futures.
- Understand the importance and impact of a positive growth mind set in their lives.

Visitors to our school always comment positively on the behaviour of our children. Pupil voice also shares what the children think (and they can be our harshest critics) with [our most recent survey](#) (January 2026) evidencing that 'Teachers and children know that good behaviour is important' as being rated highly.

Statement	1	2	3	4
The numbers below on the right are the averages for the school. WE are VERY proud of this feedback.	1	2	3	4
I think Tudor is a good school	1.53			
I enjoy coming to Tudor school	1.81			
My school helps me to be healthy	1.56			
I feel safe when I am at school	1.52			
I learn new things in lessons	1.51			
My teacher makes lessons interesting	1.60			
Teachers and children know that good behaviour is important	1.48			
I know what to do if someone is unkind to me	1.40			
Adults in my school care about me	1.48			
I know how well I am doing at school	1.88			
Adults explain to me how to make my work better and to help me improve	1.48			
Mr Weightman, Ms Smith, Ms Reading and other school leaders are doing a good job	1.33			
Tudor tells me how to keep safe in school and online	1.34			
The school is clean and tidy	2.03			



This document is linked to:

- Anti-Bullying policy
- Equality policy and scheme
- Online safety policy
- Child Protection Policy
- Behaviour for Learning Policy