



Cobden Primary School

Behaviour Curriculum

Together we belong, believe and succeed.

2026-2027

1. Introduction

At Cobden Primary School, we believe that behaviour is a curriculum — it must be explicitly taught, practised, and reinforced, just like reading or mathematics. We do not assume that children arrive at school knowing how to behave in every context. Instead, we teach them the specific routines, expectations, and social skills they need to thrive.

We believe, in line with Maslow's Hierarchy of Needs, that children learn best when they feel safe, secure, and that they belong. Our school motto — 'Together we belong, believe and succeed' — reflects this: belonging comes first. This Behaviour Curriculum ensures that every child knows what is expected of them so they can feel confident and settled in every area of school life.

We also believe that all behaviour is communication. When a child struggles to meet expectations, it is often a sign that something is not right for them. Our response is always rooted in care and curiosity — we address the behaviour while also seeking to understand the need behind it, using the Regulate, Relate, Reason approach and emotion coaching strategies set out in the Behaviour Policy.

This Behaviour Curriculum sits alongside our Behaviour Policy and provides the detailed, teachable expectations that staff will model, rehearse, and celebrate with children across the school. It is built on our four school rules:

- 1. We use kind hands and feet.**
- 2. We use kind words.**
- 3. We listen to and follow directions from adults.**
- 4. We look after our school.**

Every expectation in this curriculum connects back to one or more of these rules, giving children a consistent language and framework for understanding what good behaviour looks and feels like.

2. Principles

Our Behaviour Curriculum is guided by the following principles:

- Behaviour is taught, not assumed. We explicitly teach children how to meet expectations in every area of school life.
- Behaviour is communication. When children struggle, we look beyond the surface to understand the underlying need.
- Positive first. We notice, name, and celebrate the behaviour we want to see before we address what we do not.
- Regulate before reason. A dysregulated child cannot learn from a consequence. We follow the Regulate, Relate, Reason approach to ensure children are calm and connected before we address what happened.
- Consistency with flexibility. All adults apply the same expectations, while recognising that some children need additional support due to SEND, adverse childhood experiences, or attachment needs.
- Developmental, not just chronological. For some children, behaviour expectations may need to be taught at their developmental stage rather than their chronological age.
- Age-appropriate progression. Expectations build year on year, with EYFS children learning foundational routines and KS2 children taking increasing ownership and responsibility.
- Every adult is a role model. Staff demonstrate the behaviour, language, and manners we expect from children at all times.
- Fresh starts. Once an issue is resolved, the child moves on with a clean slate.
- Links to our Behaviour Policy. This curriculum should be read alongside the Cobden Primary School Behaviour Policy (2025–2026), which outlines rewards, consequences, the Regulate, Relate, Reason approach, restorative approaches, and emotion coaching.

3. How to Use This Document

This document is designed to be a practical, working tool for all staff. Each section focuses on a specific area of school life and sets out exactly what children should be able to do at each phase. Staff should:

- Teach each set of expectations explicitly at the start of each term, using modelling, discussion, and rehearsal.
- Revisit expectations regularly — particularly after holidays, when routines may need re-establishing.
- Use the language from this document consistently so children hear the same messages across the school.
- Link expectations to the four school rules and school values to reinforce the shared framework.
- Praise and reward children who meet or exceed expectations, in line with the rewards outlined in the Behaviour Policy (e.g. Dojo Points, verbal praise, Headteacher Awards).
- When expectations are not met, follow the Regulate, Relate, Reason approach before applying consequences.

4. Learning Behaviours

At Cobden, we recognise that children need more than good routines — they also need the dispositions and habits that help them succeed as learners. Our Learning Behaviours are the attitudes and skills that underpin effective learning across every subject and every stage of school life.

Our learning behaviours are built directly from our four school values: Caring, Resilience, Ambitious, and Proud. These values already define who we are as a school community. By making them the foundation of our learning behaviours, we give children a shared language that connects how they treat each other with how they approach their learning. Everything links back to our motto — ‘Together we belong, believe and succeed.’

The four learning behaviours are:

Resilience — I can keep going, even when things are hard.

Caring — I look after the people around me.

Ambitious — I aim high and work hard to succeed.

Proud — I take pride in myself, my work, and my school.

These are not just words on a wall. Staff teach them explicitly through daily practice, Jigsaw lessons, assemblies, and the way we talk to children about their learning. When we praise a child for persevering with a tricky maths problem, we name it: ‘That’s resilience.’ When a child helps a friend on the playground, we name it: ‘That’s being caring.’ When a child pushes themselves to try the harder challenge, we name it: ‘That’s being ambitious.’ Over time, children internalise these values and begin to use the language themselves.

The tables below set out what each learning behaviour looks like at each phase, progressing from adult-supported habits in EYFS to independent, self-directed learning in KS2.

Resilience — ‘I can keep going, even when things are hard.’ <i>We teach children that making mistakes is part of learning and that the ability to pick yourself up and try again is one of the most important skills they will ever develop.</i>		
Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Have a go, even when something feels tricky. • Ask an adult for help when you are stuck. • Try again if something doesn’t work the first time. • Talk about how you feel when things are hard. • Celebrate when you achieve something you found difficult. 	<ul style="list-style-type: none"> • Attempt a challenge before asking for help. • Use strategies to help yourself: re-read, look at a working wall, ask a friend. • Understand that mistakes help us learn — they are not something to be afraid of. • Stay calm and keep trying when work is challenging. • Learn to put thinking between feeling and action — pause before you react. 	<ul style="list-style-type: none"> • Choose the challenge that stretches you, not just the one you know you can do. • Use a range of independent strategies before seeking adult support. • View mistakes as learning opportunities and respond to feedback positively. • Manage frustration and stay focused during difficult tasks. • Recognise your own emotions and choose how to respond — separate feeling from action.

Caring — ‘I look after the people around me.’

At Cobden, we teach children that kindness is a strength. Caring means looking after each other, including everyone, and making our school a place where all children feel they belong.

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Use kind hands, kind feet, and kind words. • Notice when a friend is sad or upset and tell an adult. • Be friendly to everyone, including children who are new. • Share resources and take turns without being asked. • Look after things that belong to other people. • Say kind things to make someone’s day better. 	<ul style="list-style-type: none"> • Speak to adults and children with a polite, respectful tone. • Include everyone — nobody should feel left out. • Listen to opinions that are different from your own. • Value and celebrate that we are all different. • Help others without waiting to be asked. • Take care of other people’s feelings and belongings. 	<ul style="list-style-type: none"> • Show care and respect for all people regardless of background, language, faith, or ability. • Stand up for others — challenge unkindness calmly and respectfully. • Use restorative language: ‘What happened? Who was affected? How can we put it right?’ • Look out for younger children and those who may need support. • Represent Cobden’s caring values when interacting with visitors and the wider community. • Respect the right of others to learn without disruption.

Ambitious — ‘I’m ready to be the best version of myself.’

At Cobden, we want every child to believe they can achieve great things. Being ambitious means being ready to learn, giving your best effort, and never settling for less than you are capable of.

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Come to the carpet quickly when asked and show ‘good listening’. • Be willing to have a go at new things. • Try your best with every activity, even the ones you find harder. • Settle into activities without fuss and stay focused. • Finish what you start before moving on to something else. 	<ul style="list-style-type: none"> • Be in your seat with equipment out before the lesson begins. • Begin tasks straight away without waiting to be told. • Always try to produce your best work — check it and improve it. • Set yourself small goals and work towards them. • Ask questions when you are unsure, rather than sitting and waiting. 	<ul style="list-style-type: none"> • Arrive at each lesson prepared: books open, equipment ready, mind focused. • Engage with the learning objective and success criteria independently. • Push yourself to achieve more than you think you can — aim for greater depth. • Take responsibility for catching up on any missed learning. • Approach every lesson with a positive, determined attitude — even subjects you find hard. • Know your targets and take active steps to reach them.

Proud — ‘I’m proud of my behaviour, my work, and my school.’

Linked to School Rule 4: We look after our school. Being proud means taking responsibility for your actions, presenting your best self, and helping to make Cobden a school we can all be proud of.

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Look after your own coat, bag, and water bottle. 	<ul style="list-style-type: none"> • Present your work neatly — use your best handwriting and take care with layout. 	<ul style="list-style-type: none"> • Produce work you are genuinely proud to put your name on.

<ul style="list-style-type: none"> • Help to tidy up without being asked. • Take care with your writing, drawing, and making. • Tell the truth about what happened. • Show your work to an adult and talk about what you did well. 	<ul style="list-style-type: none"> • Come to school with the right equipment every day. • Own your choices — if you make a wrong one, put it right. • Look after shared spaces and report anything that needs fixing. • Talk proudly about what you have learned and achieved. 	<ul style="list-style-type: none"> • Take ownership of your learning targets and know your next steps. • Accept responsibility for your behaviour and its impact on others. • Contribute to the wider school community (e.g. school council, monitors, buddy roles). • Be someone younger children can look up to — a true Cobden role model. • Represent the school with pride on trips, in competitions, and in the local community.
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5. Behaviour Expectations by Area

The tables below set out the specific, teachable expectations for each area of school life, broken down by phase. These are the behaviours that staff will explicitly model, practise with children, and reinforce throughout the year.

Sitting in Class		
Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Sit on the carpet with legs crossed and hands in lap. • Face the adult who is speaking. • Keep hands and feet to yourself. • Sit on a chair with bottom at the back and feet on the floor. • Use a quiet voice when at a table activity. 	<ul style="list-style-type: none"> • Sit with feet flat on the floor and back against the chair. • Keep the chair on all four legs at all times. • Face the front during whole-class teaching. • Keep your table area tidy and organised. • Only have the resources you need for the current task. 	<ul style="list-style-type: none"> • Sit in an upright, ready-to-learn position. • Push your chair in when you leave the table. • Show active listening through posture and eye contact. • Keep your workspace clear and ready for learning. • Model positive body language to younger children.

Listening and Attention		
Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Look at the person who is talking. • Use 'good listening': eyes looking, ears listening, lips closed, hands still, legs crossed. • Wait for your turn to speak. • Follow one-step instructions from an adult. 	<ul style="list-style-type: none"> • Track the speaker with your eyes. • Show you are listening by nodding or giving a thumbs up. • Put your hand up and wait to be chosen before speaking. • Follow two-step instructions independently. • Listen to a partner's ideas without interrupting. 	<ul style="list-style-type: none"> • Maintain eye contact and show active listening. • Listen to understand, not just to respond. • Remember and respond to multi-step instructions. • Show respect for all speakers, including peers. • Ask clarifying questions to deepen understanding.

Lining Up and Transitions

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Stop what you are doing when you hear the signal. • Tidy away your activity quickly and quietly. • Line up behind the person in front of you. • Face forward with hands by your sides. • Wait quietly for the adult to lead. 	<ul style="list-style-type: none"> • Respond to the signal within 10 seconds. • Tidy your area before joining the line. • Stand in a straight, single-file line. • Leave a sensible gap — not too close, not too far. • Move between activities calmly and without fuss. 	<ul style="list-style-type: none"> • Respond to the signal immediately and silently. • Line up sensibly without needing reminders. • Be a role model — help the line stay calm and orderly. • Transition between lessons independently and purposefully. • Carry equipment carefully during transitions.

Walking in the Corridors

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Walk — never run — inside the school building. • Stay on the left-hand side of the corridor. • Use quiet feet and a quiet voice. • Keep your hands by your sides or behind your back. • Follow the adult at the front of the line. 	<ul style="list-style-type: none"> • Walk calmly and quietly at all times. • Stay on the left-hand side. • Be aware of others — hold doors open when needed. • Move in silence during lesson time. • If you see an adult, smile or say a polite hello. 	<ul style="list-style-type: none"> • Move around the school silently and sensibly. • Be aware of younger children and give them space. • Hold doors open for others as a matter of courtesy. • Walk with purpose — get to where you need to be. • If you are a monitor, lead your group calmly.

Manners and Politeness

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Say 'please' and 'thank you' when speaking to adults and friends. • Say 'good morning' and 'goodbye'. • Use kind words and a kind voice. • Share resources with friends. • Say 'sorry' when you have made a mistake. 	<ul style="list-style-type: none"> • Use 'please', 'thank you', and 'excuse me' consistently. • Greet adults and visitors politely. • Use a respectful tone of voice at all times. • Take turns in conversation and activities. • Offer to help without being asked. 	<ul style="list-style-type: none"> • Use polite, respectful language in all situations. • Greet visitors warmly and represent the school positively. • Show courtesy automatically — holding doors, saying thank you, making eye contact. • Use formal language when appropriate (e.g. with visitors). • Recognise and celebrate the good manners of others.

Group Work and Partner Work

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Take turns with your partner. • Share resources fairly. • Listen to your friend's ideas. 	<ul style="list-style-type: none"> • Take turns to share ideas. • Build on what your partner has said. 	<ul style="list-style-type: none"> • Take on different roles within a group (leader, scribe, reporter).

<ul style="list-style-type: none"> • Use a talking voice, not a shouting voice. • Stay with your group until the activity is finished. 	<ul style="list-style-type: none"> • Use talk stems: 'I agree because...', 'I think...' • Stay focused on the task your group has been given. • Encourage everyone in the group to contribute. 	<ul style="list-style-type: none"> • Listen to and value all contributions. • Respectfully challenge ideas you disagree with. • Compromise and negotiate to reach agreement. • Evaluate how well the group worked together.
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Assembly Behaviour

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Walk into the hall quietly. • Sit with legs crossed and hands in lap. • Look at the person leading assembly. • Join in with songs and responses. • Wait to be dismissed by your class teacher. 	<ul style="list-style-type: none"> • Enter and leave the hall silently. • Sit smartly in your place without fidgeting. • Listen carefully and respond when invited. • Show respect by being still and attentive. • Clap politely when someone shares their work. 	<ul style="list-style-type: none"> • Enter and exit in silence — a model for the school. • Sit with excellent posture throughout. • Reflect on the assembly message thoughtfully. • Volunteer to lead or contribute to assemblies. • Show genuine appreciation for others' achievements.

Lunch Hall Behaviour

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Walk to the lunch hall calmly. • Sit in your place and wait for your food. • Use a knife and fork (or spoon) to eat. • Use a quiet voice to talk to friends nearby. • Tidy your plate and cutlery when finished. • Say 'thank you' to the kitchen staff. 	<ul style="list-style-type: none"> • Enter the lunch hall sensibly and find your seat. • Use good table manners: mouth closed, elbows off the table. • Have a quiet conversation with those near you. • Try all of your food before saying you don't want it. • Clear your own place and stack your tray neatly. • Thank the adults who serve you. 	<ul style="list-style-type: none"> • Enter and sit calmly without needing direction. • Model excellent table manners at all times. • Keep conversations at an appropriate volume. • Help younger children if they need it. • Leave your area clean and tidy for the next sitting. • Follow lunchtime staff instructions the first time.

Playground and Outdoor Expectations

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Use kind hands and kind feet. • Share the equipment and take turns. • Play in the areas you have been told to use. • Tell an adult if you are worried or hurt. 	<ul style="list-style-type: none"> • Include others in your games — no one should be left out. • Use equipment safely and put it back when finished. • Stay in your designated play area. • Try to solve small disagreements using your words. 	<ul style="list-style-type: none"> • Be a positive role model on the playground. • Organise fair games and include everyone. • Return all equipment to the correct place. • Use restorative language to resolve disputes.

<ul style="list-style-type: none"> • Come inside straight away when the bell sounds. 	<ul style="list-style-type: none"> • Line up quickly and quietly when the bell sounds. 	<ul style="list-style-type: none"> • Support playground leaders and lunchtime staff. • Line up immediately and silently at the signal.
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Arriving at School and Going Home

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Come into the classroom happily and find your name card. • Say goodbye to your grown-up at the door. • Hang up your coat and put your bag away. • Start your morning activity straight away. • Wait with your teacher at the end of the day until your grown-up arrives. 	<ul style="list-style-type: none"> • Arrive on time and come straight into school. • Hang up your belongings independently. • Greet your teacher and start the morning task. • At home time, collect your belongings and line up sensibly. • Walk calmly to the door when dismissed. 	<ul style="list-style-type: none"> • Arrive punctually and be ready to learn by the start of the day. • Organise your belongings quickly and independently. • Begin morning activities without needing to be reminded. • At the end of the day, leave calmly and politely. • Represent the school positively on the journey home.

Using and Looking After Resources

Pre-School and EYFS	KS1 (Years 1–2)	KS2 (Years 3–6)
<ul style="list-style-type: none"> • Use one thing at a time and put it back when finished. • Look after books — turn pages carefully. • Use scissors, glue and pencils safely. • Help to tidy up at the end of an activity. • Tell an adult if something is broken. 	<ul style="list-style-type: none"> • Get only the resources you need for the task. • Use equipment carefully and for its intended purpose. • Return resources to the correct place. • Report any damage to an adult straight away. • Keep your tray and drawer tidy. 	<ul style="list-style-type: none"> • Be responsible for your own equipment. • Treat all school resources with respect. • Return shared resources promptly and in good condition. • Help to maintain a tidy and organised classroom. • Take pride in the school environment.

6. Teaching and Reinforcing the Behaviour Curriculum

6.1 Modelling

Adults demonstrate the expected behaviour, narrating what they are doing and why. For example: 'Watch how I push my chair in quietly when I leave the table. That shows I am looking after our classroom.'

6.2 Rehearsal

Children practise routines repeatedly, especially at the start of the year and after holiday breaks. This might include practising lining up, walking to the hall, or entering the classroom in the morning. Rehearsal should be positive and encouraging, not punitive.

6.3 Consistent Language

All staff use the same phrases and prompts so children experience continuity across the school. Key phrases include:

- 'Show me good sitting.'
- 'Walking feet, please.'
- 'Thank you for showing kind hands.'
- 'Are you making the right choice?'
- 'I can see [name] is ready because...'
- 'That's resilience — you kept going even though it was tricky.'
- 'You're being really caring — thank you for helping your friend.'
- 'That's ambitious — you chose the trickier challenge and gave it your best.'
- 'I can see you're proud of that work — and you should be!'

6.4 Positive Reinforcement

In line with the Behaviour Policy, staff use a range of rewards to recognise children who consistently demonstrate the expected behaviours and school values, including intrinsic rewards, verbal praise, stickers, Dojo Points, values certificates, weekly Headteacher Awards, and end-of-year trophies. At lunchtime, rewards include verbal praise, Dojo stickers, lunchtime job roles, and positive feedback shared via the lunchtime staff team group. Praise should be specific and linked to the school values wherever possible.

6.5 Consequences and Reflection Time

When behaviour expectations are not met, staff follow the graduated consequence steps set out in the Behaviour Policy (Steps 1–8), from verbal warning through to change of learning environment with SLT. It is crucial to maintain a child's self-esteem throughout — it is the behaviour that is unacceptable, not the child. The cosy corner, Phase Leader escalation, red triangle system, reflection forms, and Arbor recording are all detailed in the Behaviour Policy.

6.6 Regulate, Relate, Reason

Before applying consequences, staff should consider whether the child is regulated. Following the Regulate, Relate, Reason approach (detailed in the Behaviour Policy):

- **Regulate** — Help the child calm down first. Be alongside them as a co-regulator. This is a 'time-in', not a 'time-out'.
- **Relate** — Connect with the child to show you care and want to help. Begin emotion coaching: empathise, validate, and label the feeling.
- **Reason** — Only when the child is calm, work through what happened using restorative questioning. Apply consequences at this stage, when the child can reflect and learn from them.

This approach recognises that a dysregulated child cannot learn from a consequence. We regulate first, relate second, and reason last.

6.7 Emotion Coaching

Staff use the three-step emotion coaching process set out in the Behaviour Policy: (1) Empathise, Validate, and Label; (2) Set Limits; (3) Problem-Solve with the Child. A key skill we teach children is to put thinking between feeling and action — to pause, notice what they are feeling, and choose a response rather than reacting impulsively. This is reinforced through the Resilience learning behaviour.

6.8 Restorative Conversations and Fresh Starts

Staff use the five restorative questions from the Behaviour Policy: What happened? What were you thinking? What were you feeling? Who has been affected? What needs to happen to put things right? Once resolved, children are given a fresh start — a clean slate. Communication between staff is vital so all adults know the matter is resolved.

6.9 PSHE and Jigsaw Links

Our Jigsaw PSHE programme reinforces many of the social and emotional skills underpinning this curriculum, including self-regulation, empathy, friendship, and respect. Our school values — Caring, Resilience, Ambitious, and Proud — map closely onto Jigsaw’s puzzle pieces throughout the year. Class teachers should make explicit links between Jigsaw lessons and both the behaviour expectations and learning behaviours set out in this document.

7. Inclusion, SEND, and Protected Characteristics

We recognise that some children will need additional support to meet behaviour expectations. This may include children with special educational needs, children who have experienced adverse childhood experiences, or children with attachment or trauma-related needs. In these cases, staff should:

- Work with the SENDCo, ELSAs, and Thrive practitioners to agree reasonable adjustments.
- Use Individual Behaviour Plans where needed, as outlined in the Behaviour Policy.
- Apply the Regulate, Relate, Reason approach and emotion coaching strategies to support self-regulation.
- Provide visual supports, social stories, or now-and-next boards where helpful.
- Remember that ‘flexible consistency’ means applying the same high expectations while adapting the route to get there.
- Teach behaviour expectations at the child’s developmental stage where this differs from their chronological age. For some children, this may mean simplifying expectations or providing additional scaffolding and rehearsal.
- Adapt the learning behaviours to each child’s starting point — for some children, ‘resilience’ might mean staying in the room for five more minutes; for others, ‘ambitious’ might mean tackling a greater-depth challenge.

7.1 ELSAs and Thrive Practitioners

Cobden has a team of qualified ELSAs (Emotional Literacy Support Assistants) and Thrive practitioners who support children through various interventions and strategies. Where capacity allows, ELSAs and Thrive practitioners can assist with escalating incidents or provide time away from the classroom for emotional regulation. Each classroom has a wellbeing communication box where children can write down their concerns; ELSAs regularly check these boxes and follow up with children who need support. Teachers, ELSAs, and Thrive practitioners are expected to communicate with parents when children require this support.

7.2 Protected Characteristics

At Cobden Primary School, we are committed to creating a safe, inclusive environment where every member of our community is treated with dignity and respect. Our Behaviour Curriculum and Policy uphold the protected characteristics set out in the Equality Act 2010. We actively promote positive relationships, challenge prejudice or discriminatory behaviour, and teach children to value diversity as a strength within our school.

Racism and any form of discrimination will not be tolerated. All incidents are addressed immediately, documented on Arbor, and reviewed weekly, termly, and annually, in line with the Behaviour Policy.

8. Monitoring and Review

This Behaviour Curriculum will be reviewed annually alongside the Behaviour Policy. The Senior Leadership Team and Thrive practitioners will monitor its implementation through:

- Learning walks and drop-ins to observe routines and learning behaviours in practice.
- Pupil voice activities to check children understand and can articulate expectations and the school values of Caring, Resilience, Ambitious, and Proud.
- Staff discussions at phase meetings and INSET days.
- Weekly meetings between SLT and the Thrive team to discuss pupils of concern, review progress on individual plans, and identify any trends requiring attention.
- Analysis of behaviour data on Arbor to identify patterns, triggers, and areas for development.

Staff are encouraged to feed back on this document and suggest amendments based on their classroom experience.

Document adopted: 2026–2027

Review date: September 2027