



# Langford Village Academy

## Behaviour Curriculum

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## **What is a behaviour curriculum?**

At Langford Village Academy, having a behaviour curriculum is about making expectations around conduct and valued behaviours as clear and consistent as the academic curriculum. Just like pupils are taught maths or reading step by step, they are also explicitly taught what valued behaviour looks like and why it matters.

## **Why do we have a Behaviour Curriculum at LVA?**

### **Our Vision Statement:**

At Langford Village Academy, we believe behaviour is a form of communication and that all children have the right to feel safe, respected and understood. Using Therapeutic Thinking, we promote valued behaviour through supportive relationships, predictable routines, emotional regulation strategies and restorative practices. Our aim is to empower pupils with the skills to manage themselves, form positive relationships and become responsible, kind and thoughtful individuals through our G.R.E.A.T. values.

## **How is valued behaviour taught?**

Valued behaviour is taught explicitly through:

- PSHE lessons (SCARF)
- Assemblies (especially values assemblies)
- Circle Times in EYFS & KS1
- Modelling by adults
- Responsive teaching following incidents
- Daily emotional literacy input in EYFS/KS1
- Weekly well-being reflections and mindfulness in EYFS, KS1 & KS2
- English: Stories and characters used to explore choices and consequences
- Drama & Art: Creative role-play and self-expression activities around emotions
- British Values- by fostering respect, tolerance, responsibility, and fairness within the school community.



- Forest School-by encouraging respect, teamwork, resilience, and responsibility through hands-on outdoor experiences.

### **How is it adapted to meet the needs of all students?**

<b>Level:</b>	<b>Description:</b>	<b>Examples:</b>
<b>Universal</b>	For all children	Consistent routines, visual timetables, calm spaces, emotion coaching
<b>Targeted</b>	For children with emerging needs	Nurture groups, social stories, regulation toolkits
<b>Specialist</b>	For those with significant SEMH needs	Personalised support plans, CAMHS referral, EHCP applications, referrals to outside agencies, such as Early Help and Jigsaw

### **How is our behaviour monitored?**

Our behaviour is monitored rigorously through a range of different methods from analysing house points recorded on ClassDojo to identifying incidents on CPOMs. In addition to this, we also have:

- Weekly pastoral team meetings to track behaviour and wellbeing
- Behaviour logs focused on trends and context, not punishment
- Pupil voice and parental feedback inform practice
- Ongoing review of support plans with SENCo and class staff

### **How are staff supported and CPD developed?**

Teachers and support staff must be well-equipped to implement therapeutic approaches.

- Training in Therapeutic Thinking and emotional literacy
- Behaviour debriefs that focus on adult response, not just child detrimental/dangerous behaviour
- Staff wellbeing prioritised as essential to modelling calm and connection through strategies such as mindfulness
- Staff trained in mindfulness



## **Why is it important to build relationships with our local community?**

Behaviour is shaped at home, at LVA and within our local community. A strong home-school partnership strengthens therapeutic approaches.

- Parent workshops/open evenings – Supporting emotional regulation strategies at home.
- Joint problem-solving – Families involved in restorative interventions.
- Village involvement – Local community members offer their expertise and experience, through Forest School and local sports events.

## **Where can I get further information?**

Further Information regarding our behaviour curriculum and policies can be obtained on our website.