Shoreham Academy
The best in everyone™
Part of United Learning

Behaviour for Learning Curriculum

Whole School Strategy

Updated: July 2026
Next review: July 2027

Rationale for Curriculum

At Shoreham Academy we whole-heartedly believe in making **life-changing differences** to the children, families and communities that our school serves. We do this through **striving for excellence**, taking **pride** in our work and **being the best we can be** each day. Students feel **proud** that they **belong** to Shoreham Academy and leave as **life-long learners**.

None of this is possible without establishing a curriculum for the fundamental learning behaviours we at Shoreham Academy expect from both staff and students to create positive and inclusive classroom environment.

Aims and Objectives for Curriculum

At Shoreham Academy we take
P.R.I.D.E.
in our learning.

P.R.I.D.E stands for being polite, resilient, independent, disciplined and engaged. All qualities we believe are necessary to be successful not only in the classroom but to develop excellent character.

The aim is that through the consistent application of this curriculum, students and staff should experience an effective and caring learning environment that exhibits the following principles.

At Shoreham Academy we take
P.R.I.D.E.
in our learning.

We are Polite.

Politeness, and kindness, are essential aspects of social interactions and personal development. We believe this element of the behaviour for learning curriculum to be essential because it:

- Fosters positive relationships and harmonious interactions between staff-staff, staff-student and student-student
- Involves respecting differences and promotes inclusivity
- Reduces bullying and fosters a safe and more supportive environment to be in
- Contributes to a calm and respectful classroom environment and building, which is conducive to learning
- Promotes effective collaboration among students, which is essential for working within a group and collaborating
- Builds good character and helps develop pro-social skills such as empathy, patience and understanding
- Helps manage and resolve conflict amicably
- Essential in a professional setting impacting job opportunities and career advancements
- Strengthens our community bond and everyone's sense of belonging at Shoreham Academy

"Success is not final, failure is not fatal; it is the courage to continue that counts." – Winston Churchill

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in our learning.

We are Resilient.

Resilience for us means the ability to recover from setbacks and difficulties. To keep going in the face of adversity, to pick yourself up when challenges arise. We know learning can be challenging but that makes the journey to the destination that much more rewarding. We believe being resilient is a crucial aspects for developing mental toughness and becoming persistent. We believe this element of the behaviour for learning curriculum to be essential because it:

- Helps develop a growth mindset
- Teaches students to bounce back from academic challenges and setbacks
- Encourages students to persist in their studies and strive for improvement, even if faced by obstacles
- Can boost self-confidence as we learn to trust our abilities to overcome difficult situations
- Equips us with coping mechanisms to handle stress, anxiety and pressure
- Fosters adaptability, allowing us to handles changes and transitions more effectively
- Develop strong problem-solving skills as we learn to find solutions, even if it means going back to the drawing board
- Encourages us to be more empathetic and supportive to others facing challenges or difficulties
- Contributes positively towards overall life satisfaction and well-being as it allows us to tackle life's inevitable ups and downs
- Inspires us to take healthy risks and step out of our comfort zone, which links to personal growth and learning
- Teaches us that failure is part of the learning process

"Do not judge me by my success, judge me by how many times I fell down and got back up again." – Nelson Mandela

At Shoreham Academy we take
P.R.I.D.E.
in our learning.

We are Independent.

Being independent means taking responsibility, and being a proactive participant, in the learning process. It involves taking accountability for learning and a willingness to seek understanding. We believe this element of the behaviour for learning curriculum to be essential because it:

- Actively seeks out information and resources to fill gaps in understanding, or satisfy curiosity of new topics
- Looks back on notes and uses notes effectively
- Problem-solves different solutions first instead of immediately seeking help when stuck
- Analyse, evaluate and synthesize information allowing connections and informed opinions
- Work on self-initiated projects or research
- Uses online platforms, apps and other educational resources as learning tools
- Self-accountable for progress, and actions taken, around the learning process
- Creating life-long learners who are constantly seeking ways to improve

"Once you stop learning, you start dying." – Albert Einstein

At Shoreham Academy we take
P.R.I.D.E.
in our learning.

We are Disciplined.

Having commitment to following through with tasks, goals and responsibilities is having discipline. It involves managing time effectively, consistency and focus. It involves staying on top of homework and other independent learning tasks. We believe this element of the behaviour for learning curriculum to be essential because it:

- Establishes and maintains regular homework and study routines
- Helps with time management of tasks and increases the likelihood of tasks to be completed on time reducing stress and improving quality of work
- Creates routines on how to effectively balance academic responsibilities with extracurricular activities
- Fosters perseverance even when faced with difficulties or distractions
- Cultivates intrinsic motivation which encourages students to take responsibility for their learning
- Increases autonomy allowing students to work independently
- Instils a strong work ethic which is valuable both academically and professionally
- Better equips us to adapt to new challenges and setbacks

"We are what we repeatedly do. Excellence then is not an act, but a habit." – Aristotle

At Shoreham Academy we take
P.R.I.D.E.
in our learning.

We are Engaged.

Being engaged means being fully involved, attentive and actively participating. In learning it involves willingness to invest in the learning process to enhance understanding, critical thinking and communication skills. We believe this element of the behaviour for learning curriculum to be essential because it:

- Creates deeper understanding as engaged students are more likely to comprehend and retain information
- Increases active participation in discussions, group work and collaborative opportunities
- Encourages curiosity and exploration of various topics
- Fosters a love for learning and makes the learning experience more enjoyable and fulfilling
- Enhances our ability to articulate thoughts and ideas clearly promoting oracy skills
- Develops understanding, critical thinking and problem-solving skills
- Nurtures our interest in subjects, even those that might initially be challenging or less appealing
- Cultivates a sense of responsibility for our own learning and accountability for meeting academic expectations

"Tell me and I forget, teach me and I may remember, involve me and I learn." – Benjamin Franklin

Application of Curriculum

Here is how the curriculum will be used to identify correct and incorrect application of the P.R.I.D.E. principles within a learning environment:

We are Polite.

Level	Given for…	Examples
Level 2 Positive	Demonstrating exemplar politeness	▪ Constantly displaying a positive attitude ▪ Cleaning someone else's mess
Level 1 Positive	Demonstrating politeness	▪ Helping a fellow student or a teacher ▪ Showing gratitude and thanks

Level	Given for…	Examples
Level 2 Negative	Demonstrating excessively unkind behaviour	▪ Making fun of a student for getting an answer incorrect ▪ Disrespectful to teacher and/or students
Level 1 Negative	Demonstrating discourteous and/or thoughtless behaviour	▪ Talking while a teacher or fellow student are talking ▪ Use of profanity

Application of Curriculum

Here is how the curriculum will be used to identify correct and incorrect application of the P.R.I.D.E. principles within a learning environment:

We are Resilient.

Level	Given for…	Examples
Level 2 Positive	Demonstrating exemplar resilience and perseverance	▪ Constantly actioning and reviewing feedback ▪ Consistently reattempts tasks and finds new ways to improve
Level 1 Positive	Demonstrating resilience and perseverance	▪ Bounces back from a setback or getting something wrong ▪ Explores new tasks with a positive attitude/mindset

Level	Given for…	Examples
Level 2 Negative	Demonstrating extremely low resilience and adaptability	▪ Avoiding tasks completely ▪ Consistently displaying minimal effort on tasks
Level 1 Negative	Demonstrating low resilience and adaptability	▪ Giving up easily on a task ▪ Not even giving an attempt to a task ▪ Refusing to reflect on what's gone wrong

Application of Curriculum

Here is how the curriculum will be used to identify correct and incorrect application of the P.R.I.D.E. principles within a learning environment:

We are Independent.

Level	Given for…	Examples
Level 2 Positive	Demonstrating independence and inquisitiveness	▪ Actively seeks out information and resources to fill gaps in understanding
Level 1 Positive	Demonstrating independence	▪ Asking excellent questions allowing further exploration of a topic ▪ Creating links between current lesson to previous lessons

Level	Given for…	Examples
Level 2 Negative	Demonstrating extreme dependent learning behaviour	▪ Constant prompting needed to continue learning
Level 1 Negative	Demonstrating dependent learning behaviour	▪ Does not use learning resources outside the classroom ▪ Seeks help right away prior to looking through work when incorrect

Application of Curriculum

Here is how the curriculum will be used to identify correct and incorrect application of the P.R.I.D.E. principles within a learning environment:

We are Disciplined.

Level	Given for…	Examples
Level 2 Positive	Demonstrating excellent discipline and organisation	▪ Completes tasks before deadlines to high standard ▪ Excellent organisation of work and HW completion
Level 1 Positive	Demonstrating discipline and organisation	▪ Arrives to lesson on time and ready to begin right away without prompting ▪ Completes tasks fully by deadlines

Level	Given for…	Examples
Level 2 Negative	Demonstrating a serious lack of discipline and organisation	▪ Consistently lacks necessary equipment ▪ Frequently misses deadlines ▪ Consistently late to lesson
Level 1 Negative	Demonstrating a lack of discipline and organisation	▪ Lack of necessary equipment or HW ▪ Not meeting a deadline ▪ Doing tasks last minute ▪ Late to lesson

Application of Curriculum

Here is how the curriculum will be used to identify correct and incorrect application of the P.R.I.D.E. principles within a learning environment:

We are Engaged.

Level	Given for…	Examples
Level 2 Positive	Demonstrating engagement and active participation in the learning process	▪ Excellent note taking skills including self-reflection ▪ Consistently contributing to group discussion and collaborative tasks
Level 1 Positive	Demonstrating engagement and active participation in the learning process	▪ Attentive body language ▪ Self-reflects with red pen ▪ Active participant

Level	Given for…	Examples
Level 2 Negative	Demonstrating a serious lack of engagement in the learning process	▪ Distracting others ▪ Off task behaviour ▪ Consistently not participating or marking with red pen
Level 1 Negative	Demonstrating a lack of engagement in the learning process	▪ Poor body language ▪ Doodling in book ▪ Not following instructions

Reasonable Adjustments

As is usual practice, we look to reasonably adjust for students with SEND needs and this is in line with our inclusion team where necessary.

Curriculum Implementation

All staff are to implement this curriculum consistently and fairly throughout the school by setting the standards required to promote positive and effective learning behaviours.

All staff will be trained in the new curriculum and given scenarios to talk through and raise any questions.

The Senior Leadership Team of the academy will ensure all staff adhere to this curriculum and implement effective systems of keeping records of all reported incidents, reporting to governors and parents when required.

The role of parents/carers is to help and support students to take P.R.I.D.E. in their learning where possible. This helps ensure our students continue **striving for excellent** and becoming **the best they can be** each and every day.

Further policies refering to behaviour

Please also read the following policies in reference to behaviour outside the classroom at Shoreham Academy:

- Behaviour policy
- Anti-Bullying policy
- Suspensions and inclusion policy
- Search and confiscation policy
- Drugs policy