

St John and St Francis Behaviour Curriculum

Introduction:

At St John and St Francis Church School we nurture the growth of our pupils' character through our Behaviour Curriculum. Our aim is to cultivate qualities that prepare them for adulthood such as politeness, respect, safety, and consideration for others. This is an integral part of their development and when they demonstrate these behaviours it positively shapes how people see them and how they see themselves.

We foster a supportive environment where these behaviours become second nature, contributing to a culture that enriches teaching, learning, and personal/social development.

To ensure the effectiveness of our Behaviour Curriculum, it is essential that all staff members consistently apply it across all school contexts. We recognise that everyone plays a role in modelling and managing behaviour.

Teaching the curriculum

During the first two weeks of the autumn term, alongside the traditional National Curriculum subjects, we focus on also teaching the Behaviour Curriculum content. Teachers actively demonstrate these behaviours and provide opportunities for students to practice, especially during the initial days of each term. For instance, while we teach lining up procedures in the classroom, we reinforce them in various settings throughout the school day, such as during lunchtime and playtimes.

Our goal is to ensure that children not only grasp the information but also know how to apply it effectively. Throughout the year, we then continuously strengthen the Behaviour Curriculum. We also follow Rosenshine's ten principles of instruction, where we employ teaching methods such as regular quizzing (eg four from before), to enhance retention and our Positive Behaviour and Relationship Policy is based on the Paul Dix model.

Behaviour Consequences rationale

The rationale behind the Behaviour Consequences at St John and St Francis Church School is rooted in fostering reflection.

The new consequences chart has been meticulously crafted, drawing upon evidence-based research from esteemed educational behaviour experts like Tom Bennett and Paul Dix.

This redesigned chart offers a transparent framework that guides our pupils in understanding the consequences of their actions while allowing staff the flexibility to exercise their professional judgement and empathy. At each stage of consequence, pupils can expect to receive restorative support, engaging in meaningful conversations so that they can reflect upon their choices.

Each child is unique, as is each circumstance. Therefore the staff are committed to tailoring their approach with appropriate flexibility to ensure that each interaction has a constructive and positive outcome for the pupil.

Adaptations

Our behaviour curriculum and expectations apply to all pupils. However, the school recognises that some pupils with SEND and/or disabilities may require additional support or reasonable adjustments. In accordance with the Children and Families Act 2014 (2), section 66, the school will consider its legal duties when applying this policy.

Adjustments will be individual, proportionate and based on identified need. They will not mean that a pupil is exempt from the school's expectations or that no consequences will apply. Rather, they may affect how expectations are taught, how support is provided, and how the school responds to behaviour. This will typically be detailed within specific individual relational support plans.

Purpose:

To teach every child the routines, habits, and social behaviours that help them thrive academically, socially, and emotionally. Behaviour is taught **explicitly**, practised daily, and reinforced consistently.

Our Behaviour Aims:

Pupils will learn to:

- Be **Ready** to learn
- Be **Respectful** to others and the environment
- Be **Safe** in all areas of school life

These 3 aims are explicitly taught and referenced throughout the school.

Below are examples of these three aims – Ready, Respectful and Safe:

Be Ready	Be Respectful	Be Safe
Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow staff instructions	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical. Using calm and respectful tones when we communicate.

Behaviour Curriculum Overview:

Area	What pupils are taught	When it is taught
------	------------------------	-------------------

Entering the classroom	Walk calmly, greet the teacher, get equipment ready, start morning work	First week of term and rehearsed daily
Transitional routines from class/hall/playground etc	lining up, facing the front, walking, hands by sides	Modelled weekly and practised daily
Listening behaviours	Eyes on speaker, hands still, thinking time, responding appropriately	Embedded in all lessons
Using kind language	Respectful words, tone of voice, disagreeing/challenging politely	PSHE sessions, collective worship/assemblies
Playground behaviour	Taking turns, joining games, solving small problems independently, playing games that do not become overly physical	Daily; through playground modelling
Managing emotions	Naming feelings, using regulation strategies, seeking help when needed	PSHE curriculum, modelled daily in class, around school and on the playground
Working with others	Sharing resources, teamwork roles, resolving disagreements	Group work sessions
Lunchtime routines	Queueing quietly one behind the other, use of cutlery, table manners, clearing plate/cutlery/cup away, saying please and thankyou, using our oracy skills	First week of term, daily modelling and revisited when needed for individuals
End of day routine	Packing away safely, lining up for dismissal, saying goodbye	Daily

Explicit Teaching Examples

Entering the Classroom

Teacher models how to:

1. Line up quietly outside the room.
2. Enter calmly and greet the adult.

3. Place belongings away.
4. Sit down ready with equipment needed.
5. Begin the “Early Morning” task.

Children practise this step-by-step until it becomes automatic.

Behaviour Vocabulary Taught to Pupils

- **Track the speaker** - eyes on the person speaking
- **Show me you are ready** – equipment out, quiet, facing front
- **Kind hands, kind feet, kind words**
- **Stop – Think – Choose** - regulation strategy

Behaviour Expectations by Area

Classrooms and Shared Areas

- Follow adult instructions first time.
- Use indoor voices – quiet voices.
- Show active listening – facing the speaker, hands free of resources, sitting sensibly on the floor or chair.
- Taking care of equipment.

Corridors

- Walking and facing forwards.
- If as a class – lined up, one behind the other, facing the front.
- Hands by sides.
- Voices off.

Playground

- Play fairly.
- Include others.
- Speak kindly.
- Seek adult help or Well-being ambassadors support where needed.

Toilets

- Quiet, sensible behaviour.
- Flush and wash hands.
- Return promptly to class.

Behaviour Teaching Throughout the Year

- Establish core routines

- Safety rules
- Playground behaviour taught through modelling
- Teamwork skills
- Respectful language
- Managing frustration
- Independence and responsibility
- Resilience and effort
- Repairing relationships
- Leadership roles
- Reflection

Recognition and Reinforcement

Positive Reinforcement

- Verbal praise
- Team points/Team point badges
- Weekly certificates (Bird of the week, Oracy Star)
- Class rewards linked to effort and learning behaviours
- Headteacher/Deputy Headteacher and Assistant Headteacher Awards
- Club Awards

How this is reviewed and monitored

- Weekly staff meeting feedback
- Weekly SLT meeting feedback
- Half-termly behaviour data analysis of logs from Arbor/CPOMS
- Pupil voice surveys
- SLT learning walks
- External monitoring/Learning Walks