

St Paul's C of E Primary School

Life in all its fullness

Behaviour Curriculum

Our Vision

At St. Paul's CE VA Primary School, we are committed to nurturing every child to live "life in all its fullness" (John 10:10).

Rooted in our Christian values of love, wisdom, and a welcoming community, our mission is to help each child to thrive and reach their full potential.

Our vision is to be a beacon of love where all are valued equally. We aim to empower our children to make positive choices, and seek to welcome and embrace the diversity of our local and global communities.

St Paul's learners...



Work together



Listen well



Share learning



Are resilient



Are curious



Make connections



Take risks

Overview of Curriculum

Autumn 1 Explicit teaching of the full behaviour curriculum content	Autumn 2 Ongoing revision of content	Spring 1 Longer recap of the behaviour curriculum	Spring 2 Ongoing revision of content	Summer 1 Longer recap of the behaviour curriculum	Summer 2 Ongoing revision of content
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Introduction

At St Paul's CE (VA) Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Rosenshine principles

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps.
3. Ask a large number of questions (and to all students).
4. Provide models and worked examples.
5. Practise using the new material.
6. Check for understanding frequently and correct errors.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Monthly and weekly reviews

Adaptations

While this curriculum is for all pupils it will be applied differently depending on individual SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Home-school link

Information to be shared with parents at the beginning of each academic year and with new starters. Information to include a basic overview of expectations.



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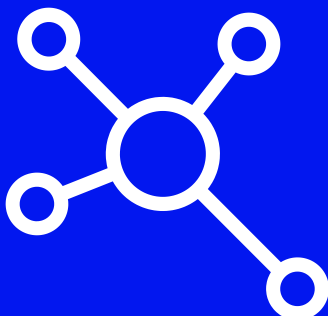
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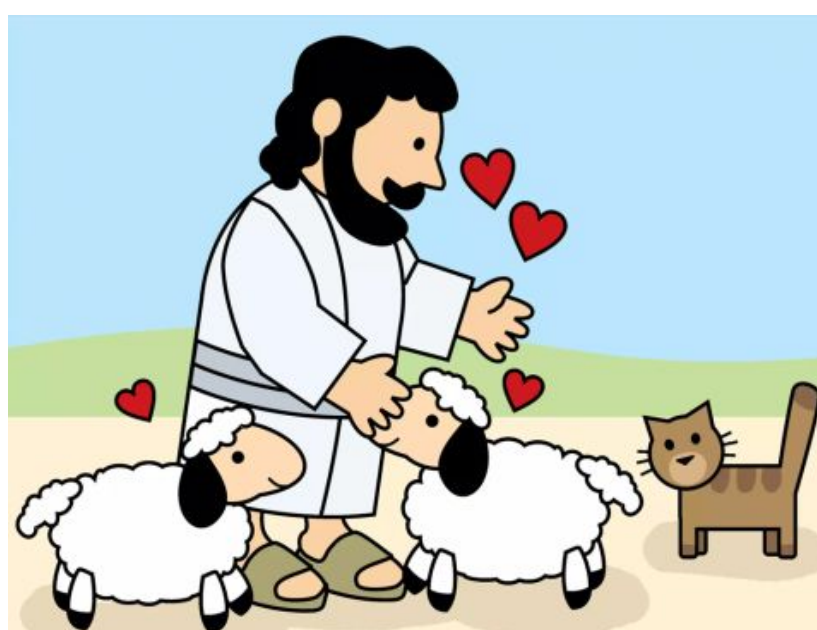
Our lived values and principles of behaviour

Our Values



Wisdom

'The Wise and Foolish Builders' (Matthew 7: 24-27)
We are building a strong foundation for life.



Love

'The Lost Sheep' (Matthew 18:10-14, Luke 15:1-7)
We are all loved and equally valued.



Welcoming Community

'The Good Samaritan' (Luke 10:25-37)
We love our neighbours as ourselves.

St Paul's pupils know the following examples of our values as behaviour principles:

Wisdom

- Remember to bring my PE/Swimming kit, reading and library books to support my learning
- Respect others right to learn
- Completing homework on time

Love

- Value differences
- Playing games that do not become too physical
- Using calm and respectful tones when we communicate
- Respect school property by looking after it
- Follow teacher instruction
- Accepting responsibility if you make a mistake and saying sorry

Welcoming Community

- Say please and thank you
- Hold doors open for people
- Talk kindly to other pupils
- Say good morning/ afternoon to adults
- Tidying up your own workspace and classroom
- Wearing correct school uniform
- Sitting sensibly in the classroom

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St Paul's CofE VA Routines

Gaining the attention of the class
Each teacher establishes a routine with the children at the beginning of the academic year to gain attention. Children will rehearse this. Children should be quick to respond. Teachers will use 100% strategies to ensure that all pupils are silent and paying attention.

Safe Walking
We know that we walk around school mindful of others and space.

We know that Safe Walking means -

- Facing forward
- Walking in a straight line/ following the individual in front of me
- Hands by side
- Walking quietly
- Without leaning on walls whilst waiting

We know we are mindful when walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

STAR Listening
We know that we use STAR Listening in class. This means:

S - Sitting or standing up straight
T - Tracking the teacher
A - Attention at all times
R - Respect towards others

We know that we all do STAR Listening to ensure everybody is able to learn without distractions.

As we progress through the school, this learning behaviour (active listening) becomes an expectation. LKS2 will refer simply to STAR listening and in UKS2 listening unless there is a need.

Arriving at school
We know that we arrive on time to school.
We know that we walk calmly to our classrooms.
We greet staff politely and respond to a greeting.
We hang our coats up, put our lunchbox away and water bottle in the box.
We know that once we have entered the classroom, we do not leave again unless we have asked a member of staff.
We sit down in our seat as soon as we have entered the classroom and begin the morning task.

Start of a lesson
We know that if quiet music is playing the expectation is that I am quiet.
We know that we must go straight to our seat or the carpet when we enter the classroom.
When at tables, know that we stick in my learning challenge, date my work and stick in any additional resources.
Know that once we have met the expectation set out by our teacher we either (dependent on instructions): follow STAR expectations to show my teacher we are ready to learn or begin our learning

Contributing in school
At St Paul's we expect all children to contribute in class.

This means:
We listen to the class teacher or whoever is speaking.
We consider our responses before sharing, this ensures they are appropriate responses.
We put our hand up to signal that we wish to contribute during whole class discussions.
We contribute in a clear voice using full sentences.
We build on what others have said.

Using good manners
We know that we should say 'please' when we are asking for something.
We know that we should always say 'thank you' when we receive something or someone does something nice for us.
We know that we should always say 'you're welcome' when someone says thank you to us.
We know that we should greet everyone politely.
We know that it is important to show gratitude to others by thanking people for what they have done for us.
We know that a calm and polite tone is respectful.

Speaking in full sentences (dependent on age and stage)
We know that we should be talking in full sentences.
We know that by talking in full sentences will help us to articulate our ideas clearly and concisely.
We know that speaking in full sentences will develop our oracy skills as well as our reading and writing skills.
We know that when the teacher models talking in a full sentence (I do), that I repeat back the sentence (you do).

Playtime Behaviour
We know that we must walk from our classroom to the playground.
We know that we must play safely, which means not hurting anyone.
We know that we do not 'play fight' because we may hurt someone by accident.
We know that we must be kind, by including people in our games and sharing equipment.
We know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
We know that, when called, we must line up in our lining up order straight away.
We know that we must walk back to our classroom using safe walking

Transitioning within a lesson and at the end of a lesson
Transitions within a class should be smooth and rehearsed. Children will need different routines dependent on the ages and stages.

Each class will have a set routine for the following:
We know when to stop and listen to an adult following a signal.
We know that we move purposefully between learning spaces e.g. carpet to table
We know that when we are lining up, we should be quiet and line up in our line order.

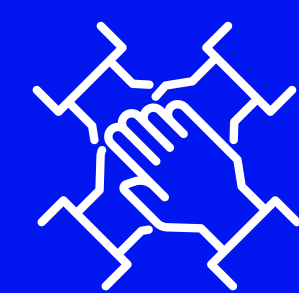
End of the day routine
We know that when our teacher signals we should collect our things for home and either sit on the carpet or at our table.
We know that we should wait quietly whilst our class is dismissed.
We know that we need to wait with our class teacher until they tell us to go to our adult.

Completing work in books
We know that we should always work on the next available page unless told otherwise.
We know that we should date every piece of work. We use the long date in all our work except maths and our reading record.
We know that if we are writing a title or date, we must underline it with a ruler.
We know that we should always write neatly and clearly, printed or joined (dependent on age and stage).
We know that we should always start writing from the margin.
We know that in maths we should use one digit per box. We know that in maths we should always leave a one square space between calculations.
We know that whenever we are drawing lines, we should use a ruler.
We know how to correct mistakes by drawing a straight line through your work.

General classroom expectations
We know that we should not leave our seat during a lesson unless we have asked to do so.
We know when it is appropriate to get a drink so as not to disrupt learning time.
We know that we should be using the toilet at break and lunchtime so as not to interrupt learning time.
We know that we should not have any objects on the table that distract me from my learning. We should not bring in objects from home unless asked.
We know that it is our responsibility to keep our table clear from clutter and to ensure that the classroom is kept tidy.
We know that we should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Lunchtime
We know that we collect our food and sit down straight away and we should not leave our seat once we have sat down.
We know that we should use a normal talking volume when indoors.
We know that we should use a knife and fork correctly.
We use good manners.
We know that once we have finished, we clear any rubbish from our table and empty any left over food into the correct bin.
We know that once we have finished our lunch, we stack our plate neatly and walk outside to the playground/field.

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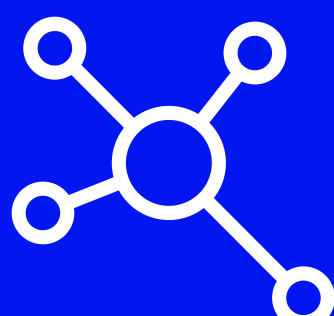
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Logical Consequences

Reminder

We all need reminders and make mistakes. (x2)

Mindful Minute

Take a minute to calm down and come back ready to learn.
First educational opportunity to reflect.

Educational Consequence

Learning, rehearsing, teaching so that we can make better choices.

(Completing tasks, rehearsing, assisting with repairs, educational teaching, research, restorative conversations, loss of privilege)

Protective Consequence

Removing a freedom to manage harm

(Increased staff ratios, limited access to outside space, escorted in social situations, differentiated teaching space, class move)

This MUST be followed by an educational consequence.

Move straight to protective and educational if high level behaviours are displayed.

TS7a - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

Reporting

If meets threshold: Parents informed → My Concern

Sometimes: Prejudice incidents or Health and Safety LA reporting

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