St. Joseph's Catholic Primary School

Welcome to our Behaviour Curriculum

A Prayer for Our School Family

Dear God,

Thank you for our school and for bringing us together as one family.

Help us to be kind in our words and actions,
to show respect to everyone we meet,
and to treat others as we would like to be treated.

Guide us to be good friends,
to include everyone,
and to support one another with caring hearts.

Help us to follow the example of Jesus
in all that we say and do,
and help us to become the people that you call us to be.

May our school be filled with love, peace and joy.

Amen.



At St. Joseph's Primary School, we are deeply proud of the high standards of behaviour demonstrated by our children. Rooted in our Catholic faith, our behaviour curriculum is designed to nurture the whole child, guiding them to live out Gospel values such as kindness, respect, forgiveness, honesty and compassion in their daily lives. Inspired by our mission statement — *"St. Joseph's family, learning together with love and faith in Jesus, to become the people God calls us to be"* — we strive to create a caring and inclusive community where every child is valued as a unique child of God.

We are a fully inclusive school where all pupils are supported and encouraged to flourish, regardless of background or individual need. To support our children's character development, we clearly define the behaviours and habits we expect, helping pupils understand how their actions reflect both our school values and the teachings of Jesus. We aim for our children to grow into respectful, compassionate and responsible individuals who contribute positively to society.

Through consistent practice, these behaviours become embedded, enabling pupils to develop strong moral foundations and a positive sense of self. By working together as a St. Joseph's family—staff, pupils and parents—we create a nurturing environment where every child can learn together with love and faith, and grow into the people God calls them to be.

Teaching the Behaviour Curriculum

Reception to Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships are the key to the success of our curriculum, spend time building them with the class.	Explicit teaching of the full behaviour curriculum Explicit teaching of the leaders of our School Houses	Ongoing revision of the content	Longer recap of the behaviour curriculum and the leaders of our School Houses	Ongoing revision of the content	Longer recap of the behaviour curriculum and the leaders of our School Houses	Ongoing revision of the content

The curriculum content is taught explicitly during the first week in Autumn Term as a lesson, or group of lessons, as appropriate, in place of a PSHE lesson. 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 the children, and it is shared again at the beginning of each half term. Teachers and support staff will demonstrate these behaviours and ensure children have time to discuss and develop their understanding of these behaviours. For example, lining up should be explicitly taught in the classroom but must be reinforced in various locations around the school to ensure consistency throughout the school. It is expected that all children know the content of the Behaviour Curriculum.

While this curriculum is for all pupils, it will be adapted in different year groups depending on the pupils' ages and must consider individual children's SEND needs. Sensitivity must always be applied when teaching the Behaviour Curriculum.

Curriculum Content

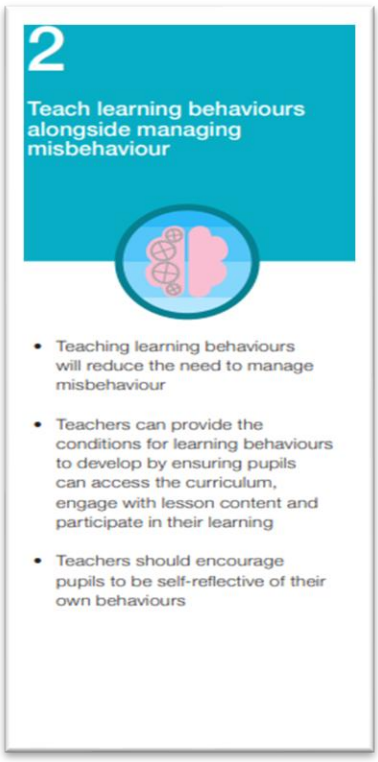
The curriculum content will be covered in depth at the start of Autumn Term 1, it will be revisited at the start of each half term and referred to when required.

Behaviour

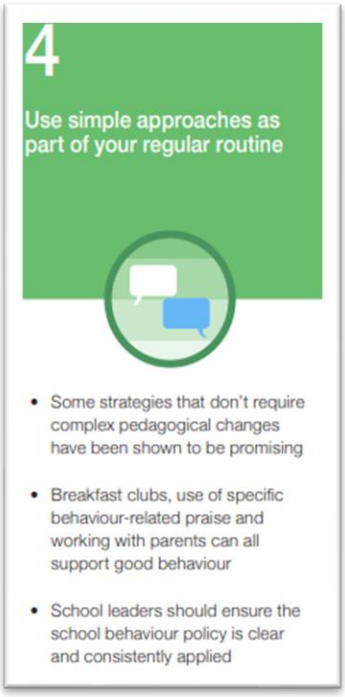
Children know that there are three behaviour expectations at St. Joseph's Primary School and they understand the expectations. These are to:

- Be Respectful
- Be Responsible
- Be Safe

Be Respectful Using good manners Hold doors open for people Talk kindly to other pupils and adults Say good morning/good 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 Lining up Contributing Playtime and lunchtime behaviour During assembly time
Be Responsible Read at home and make sure it is recorded in your planner Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry When arriving at school In the dinner hall Completing work in books General classroom expectations Playtime and lunchtime behaviour
Be Safe Sitting calmly in the classrooms and taking brain breaks when needed Excellent walking Playing games that do not become too physical Using good manners to all adults Playtime and lunchtime behaviour



Our Routines



Excellent Walking

Children know that we walk around school using Excellent Walking.

Children know that Excellent Walking means:

- Calmly
- Quietly
- Single file

We know Excellent Walking is used around school to keep everyone safe and to ensure that the learning of other children is not disrupted as we move around school.

Lining Up

Children know the expectations when lining up:

- Attention on the speaker
- Feet forward
- Calm and quiet

Contributing

Children know that we expect everyone to contribute in class and this means:

- Listening to the class teacher or whoever has been invited to speak
- Considering responses before sharing
- Waiting to be invited to speak
- Sharing answers/contributions in a clear voice using full sentences
- Challenging contributions with kindness
- Building on what others have said

Arriving at School

- Arrive at school on time
- Use Excellent Walking at all times
- Greet staff and others with a 'good morning' or another polite welcoming phrase
- Hang up coats and put things away in the right place
- Know to sit down at the desk and complete the morning activity and if I need some extra help, speak to one of the adults and they will be happy to help

Using Good Manners

- Always say 'please' when asking for something
- Always say 'thank you' when receiving something or when someone does something kind
- Say 'good morning/afternoon' to adults when passing them
- Show gratitude to others by thanking them for what they say
- Use a calm and polite tone to show respect

Playtime and Lunchtime Behaviour

- Walk to and from my classroom using Excellent Walking
- Play safely without hurting anyone
- Avoid play fighting
- Be kind to others by including them in games and sharing equipment
- Understand that someone who is kind behaves in a caring and helpful way towards other people
- Understand the end of break and lunchtime whistles:
    - First Whistle – Stand still and wait quietly

- Second Whistle – Excellent Walking into class lines

In the Dinner Hall

- Walk to the hall using Excellent Walking
- Line up with respect, collect the tray and sit down sensibly
- Talk using an inside voice
- Use the knife and fork when required
- Use good manners at all times, saying 'please' and 'thank you' when receiving food and drink
- Leave the seat when invited to
- After lunch has been eaten, clear any rubbish into the correct recycling bin
- Leave the hall, use Excellent Walking
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Completing Work in Books - *Behaviour for learning*

- Write in line with the Nelson handwriting scheme, joined up to be encouraged from Year 2
- Write the date at the top of every piece of work: short date for maths, long date for everything else
- Underline using a ruler
- Start writing from the margin
- Use one digit per square in maths books
- Use a pencil and ruler to draw lines
- Correct mistakes with one straight line though the error

General Classroom Expectations

- When leaving seats to sharpen pencils, collect books and other items, do so calmly
- Use the toilet at break and lunchtime, only if desperate will it be used during lesson time, or if adaptations are needed for specific needs. Greater flexibility will be given for EYFS and KS1 children.
- Keep the desk clear of distractions
- Take responsibility for keeping the learning environment organised
- Show active listening when the teacher, or someone who has been invited to speak, is talking

