The 'St John's Way' Behaviour Curriculum

Ready, Respectful, Safe

Nursery – Year 6

Introduction

At St John's Primary Academy, we believe that exemplary behaviour is the foundation for effective learning and a thriving community. Behaviour, like academic learning, must be **taught, practised, and reinforced**. As Tom Bennett, the Department for Education's Behaviour Advisor notes, "Good behaviour is not discovered; it is taught, modelled, and maintained through the consistency of adults." Establishing a behaviour curriculum ensures that every child understands what is expected of them and how to demonstrate those expectations in all areas of school life.

Why a Behaviour Curriculum?

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour and explicitly teaching behaviour expectations and positive relationships, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility. Teaching behaviour in primary school lays the foundation for lifelong social and emotional skills. When children learn how to communicate, cooperate, and manage their emotions early on, they're better equipped to thrive academically, build healthy relationships, and navigate challenges throughout life.

Our behaviour curriculum provides a clear and consistent framework that:

- **Teaches behaviour explicitly** so that children learn what positive conduct looks like in classrooms, corridors, playgrounds, and beyond.
- **Reinforces routines and habits** through practice, ensuring that children feel safe and secure.
- **Provides clarity and consistency** for staff, parents, and pupils, creating a shared language of expectations.
- **Promotes inclusion**, recognising that some pupils need additional support but that all children benefit from clear, predictable boundaries.

Tom Bennett (2017, *Creating a Culture*) emphasises that schools cannot assume pupils know how to behave. Instead, teachers must give the same attention to teaching routines, manners, and self-discipline as they do to reading, writing, and mathematics.

Teaching the Behaviour Curriculum

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The learning behaviours and expectations set out in this curriculum highlight clear parameters for behaviour for learning, standards and routines so that we have a shared and consistent language across school.

The curriculum is taught explicitly during the Autumn term 1 and revisited throughout the academic year.

Children should learn the content of the behaviour 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 St John's Teaching and Learning Framework.

Teachers are expected to demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each new 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 or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room' (2020), the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Pocket Principles

There are three behaviour principles at St John's Primary Academy, known as our **pocket principles.** These are to:

- be **ready**
- be **respectful**
- be **Safe**

Expectations of Children

All pupils are expected to know the following examples of our pocket principles:

Be **ready:**

- We arrive at school on time
- We are prepared for learning by having the correct equipment for lessons
- Show 'Fantastic' listening
- We try hard and do our best
- Being in the right place at the right time

Be **respectful:**

- We use our 'STEPS' to good manners
- We hold doors open for others
- We listen when others speak
- We are kind and polite always
- We treat others as we want to be treated
- We respect the property of our friends and the academy
- We respect difference

Be **Safe**:

- We move around school in a safe manner using 'Fantastic' walking
- We demonstrate 'Legendary Lining Up'
- We follow instructions to keep ourselves and others safe
- We use equipment safely and correctly
- We recognise when we are in the yellow or red zone
- We keep our classroom tidy

These expectations are practised daily and reinforced through recognition, rewards, and restorative practice. They apply not only in lessons, but also at break times, lunchtimes, worship, assemblies, and when representing the school in the community.

Adaptations

While this curriculum is intended for all pupils, it will be applied and taught differently between year groups and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Expectations of Staff

Staff are central to delivering and embedding the behaviour curriculum. All adults in school are expected to:

- **Model positive behaviour** in every interaction – respectful, calm, controlled and fair (being relentlessly positive)
- Refer to our '**Ready, Respectful, Safe'** rules daily
- **Teach and reteach routines** ('Legendary Lining up', 'Fantastic Walking', 'Fantastic Listening', etc.) until they become habits.
- **Acknowledge and celebrate positive behaviour** using; praise, positive reinforcement, house points, stickers, celebration postcards, communication with parents, termly celebration assembly, whole class rewards.
- **Respond to misbehaviour constructively**, teaching self-discipline and responsibility rather than enforcing blind compliance.
- Know that **'the standard you walk past is the standard you keep'** – never ignoring or walking past any pupil who is making a wrong choice. At St John's we ***sweat the small stuff***!
- **Use restorative practice** to repair relationships and support children in learning from mistakes.
- **Meet and Greet** at the door every morning/transition (whenever possible)
- Give **first attention** to best conduct

Expectations of Parent/Carers

We see behaviour as a shared responsibility between school and home. To ensure our Behaviour Curriculum is consistently understood, reinforced and lived out by every child, we ask parents and carers to commit to the following:

- Demonstrate respect, kindness and honesty in daily interactions, especially when on the school grounds and when talking to academy staff and pupils.
- Refer to school rules and values when discussing behaviour at home
- Trust that staff act fairly and in the best interests of all children
- Ensure regular bedtimes so children arrive well-rested and ready to learn
- Promote punctuality and good attendance
- Praise effort, resilience and kindness
- Coach children in using polite language and calm tone (reinforcing our STEPS to good manners)
- Attend parent meetings and workshops related to behaviour and wellbeing

Curriculum Content

Moving Around School

Know that we walk around school using '**Fantastic Walking'.** Know that Fantastic Walking means:

· Facing forwards,
· Walking at a steady pace, on the **left** of the corridor
· In a straight line, with a gap between the person in front and behind
· With hands behind your back or by your sides
· Without talking.
· Without leaning on walls whist waiting

Know that we use 'Fantastic Walking' to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
Know the order that you always line up in.
Know who you stand in front of and who is behind you.
Know that you should line up and without leaning against the walls while moving around school.

Classroom routines
Know that we use **Fantastic Listening** in class. This means that we -
· **F**ace forwards with hands together
· **A**lways sit up straight
· **N**ever interrupt
· **T**rack the speaker
Know that we use Fantastic Listening to ensure everybody is able to learn without distractions.

Know the routine for entering the classroom and getting ready to work.
Know where you sit in class during lessons (including 'carpet places')
Know the routine for handing out and collecting exercise books in the classroom.
Know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.
Know that you get equipment out ready for the lesson immediately to maximise learning time.
Know that you look after equipment that you borrow.
Know that any deliberate damage to school equipment will incur a consequence.
Know how to put your hand up quietly to answer a question or participate in discussion.
Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.
Know that, if we are using mini-whiteboards, we show our answers using the '3-2-1 show-me' system where the board is placed under the chin.
Know that I should stay in my seat during lesson, unless I have been asked not to do so.
Know that I have a responsibility to keep the classroom tidy.

Speaking in Class

Know that we use '**SHAPE** your answer' to help us to speak clearly in class. Know that this stands for:

- **S**entences - pupils know that they must answer in full sentences when appropriate
- **H**and away from mouth - Pupils know that they must keep their hands away from their mouths while speaking
- **A**rticulate– Pupils know that they must pronounce words clearly
- **P**roject - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear
- **E**ye Contact - Pupils know that it is polite to look at the person you are speaking to

At St John's, we project our voice when we need to:
0 = Silence
1 = Whisper
2 = Talk
3 = Loud & Proud
4 = Shout

Completing work in books

Know how to set out work in books according to the St John's Presentation Policy (see separate document).
Know that each piece of work needs a date and title.
Know that you must use 'one square, one digit' when writing in maths books.
Know how to underline titles using a ruler.
Know how to correct mistakes by drawing a straight line through your work.
Know that we take pride in our work always

Manners
Know that we use 'STEPS to good manners' at St John's to make sure we are always polite to each other. Know that this stands for:

- **Smile** - pupils know that smiling at other people is respectful and kind.
- **Thank You** - pupils know that they should say 'thank you' when they receive something or someone does something nice for them.
- **Excuse Me**- pupils know that they should say 'excuse me' if someone is in their way.
- **Please** - pupils know that they should always say 'please' when they are asking for something.
- **Sorry** - pupils know that when they make a mistake, they say sorry.

Know that you should let any waiting adults/other children through a doorway before walking through yourself.
Know that you should say 'Good morning/afternoon Mr/Mrs/Miss' to adults/other children when spoken to.
Know that it is polite to ask questions such as "How are you today, Mrs Smith?", "Have you had a good morning, Mr Smith?", "Did you have a good weekend, Miss Smith?"
Know that it is polite to give **eye contact** to the person you are talking to.
Know that it is important to show **gratitude** to others by thanking people for what they have done for you.
Know that it is important to have good manners so that people act politely back to you.

Playground Behaviour
Know that you must walk from your classroom to the playground using 'Fantastic Walking'.
Know that you must use kind hands, feet and words on the playground.
Know that we do not 'play fight' or play roughly because we may hurt someone by accident.
Know that you must look after the playground equipment, using it safely and sensibly.
Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
Know that you should not scream when playing together at playtime.
Know that, when the whistle goes, you must line up quietly and sensibly, showing 'Legendary Lining Up'.
Know that you should only play games that are appropriate for the school playground.

Lunchtime – Dinner Hall
Know that you walk into the dinner hall quietly and sensibly from the playground or your classroom, using 'Fantastic Walking'.

Know that you should use a quiet voice in the dinner hall.
Know to use our 'STEPS to Good Manners' in the dinner hall, when talking to adults and other children.
Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).
Know that you should finish what you are eating before leaving your seat.

Preventing Bullying
Know that bullying is:
· Hurting someone else on purpose
· Repetitive - it happens again and again
· Can be physical, verbal, and/or emotional

Know that bullying can be indirect. This means:
· Leaving people out of groups or games
· Talking about someone behind their back
· Standing by and watching someone get bullied without letting an adult know

Know that if this happens online, it is called cyberbullying.
Know that if you think you are being bullied you should tell an adult.
Know that if you think someone is being bullied you should tell an adult.
Know that bullying is unacceptable and that it will be dealt with seriously by all adults at St John's Primary Academy.

School Uniform
Know that school uniform consists of:
Dark trousers/dark skirt/dark shorts, white or red polo shirt, red school sweatshirt or cardigan and black shoes. Red check dresses can be worn in the warmer months.
Know that all shirts must be tucked in.
Know that long hair must be tied back with a small hair band
Jewellery

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small
objects of religious significance and a watch (Smart watches are not permitted).

PE

Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, white T-shirt and trainers for outside. A red or black sweatshirt can also be worn in colder months.
Know that indoor PE is done in black pumps/trainers.

Attendance and Punctuality

Know that you must try to attend school every day.
Know that you must try to arrive at school on time every day.
Know that attending school on time every day is important so that you don't miss important learning.

Behaviour outside school

Know that when you are wearing your school uniform you are representing the school community and must always behave in a respectful and safe manner.
Know that you should be considerate of other people arriving and leaving school.
Know that being considerate means thinking about other people's needs, wishes and feelings.
Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).
Know that if we come to or leave school on a bike or scooter, we must walk it across the school paths and playgrounds until we are off the school site. This is to keep everyone safe.

Behaviour Curriculum Lesson 1 – Behaviour Around the School

This set of routines ensures consistency across the school. By explicitly teaching children **what to do** and supporting staff to **model and reinforce these behaviours**, we build calm, purposeful habits that enable learning and respect across the school day.

Lining Up	
What children should know:	What adults should do:
• Know that we place our chair under the table when leaving a seat. • '**Legendary Lining Up**' means stand up straight, face forward, no talking. • Know the order that you will always line up in i.e., alphabetically. Know who you stand behind and who you stand in front of. • Keep hands and feet to yourself. • Leave a space between you and the person in front. • Join the line calmly and sensibly. • When walking as a group or class, children should walk behind the person in front of them, not next to them (unless instructed differently).	• Demonstrate how to line up, showing posture and quietness. • Use consistent signals (e.g., countdown, raised hand) to indicate lining up time. • Praise children who model expectations ("Thank you for standing tall and quiet"). • Re-practise routines when needed until they become habit.

Moving Around the School	
What children should know:	What adults should do:
• Know that we walk around school using '**Fantastic Walking**'. Know that Fantastic Walking means: - Facing forwards, - Walking at a steady pace, on the **left** of the corridor - In a straight line, with a gap between the person in front and behind - With hands behind your back or by your sides - Without talking. • Move with purpose to your destination, without running or shouting. We walk in corridors so that we, and others, are safe. • Hold doors open for others when you are first through. • Know that we are polite and courteous to adults/children with a greeting. • Know that we knock and wait for permission to enter a room e.g. staffroom, office, another classroom etc.	• Walk with children, modelling 'Fantastic Walking'.. • Remind pupils of expectations before leaving the classroom. • Line the class up – establish a class order. • Check smartness of pupils before and after moving. • In instances of unwanted behaviour – stop the class and re-cap expectations. • Intervene early and calmly if behaviour slips, reteaching the routine. • Do not set off with a class/group until all expectations are met. • Praise and thank children for moving sensibly. • Model manners and showing courtesy to others e.g. holding doors open.

Worship/Songs of Praise/Assembly	
What children should know:	What adults should do:
• Enter and leave the hall in silence, sitting down quickly and sensibly. • Ensure uniform is worn correctly and with pride on entry and exit.	• Verbally remind children of expectations and praise them for meeting these. • Organise class into appropriate order in the classroom. • Ensure uniform is checked.

• Know the expectations for sitting showing 'Fantastic Listening' • Know that we use silent hands-up to contribute. • Know that we SHAPE our speech when talking. • Know that we participate actively - joining in appropriately with singing, clapping, or reflection time.	• Lead by example when walking into assembly with the class. • Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils). • Sit or stand in a position where behaviour can be observed. • Model attentive listening and appropriate participation. • Acknowledge and reinforce pupils who meet expectations. • Ensure orderly exit from hall and return to class.

Behaviour Curriculum Lesson 2 – Classroom Routines

This breakdown ensures that classroom routines are **taught with the same rigour as academic subjects**. Children know exactly what is expected, and adults have clear strategies to **model, reinforce, and sustain** these routines until they become good habits. It provides clear bullet points for **what children should know** and **what adults should do** to model and teach routines consistently.

Speaking in Class	
What children should know:	What adults should do:
• **SHAPE** your speech to speak clearly in class: **S**entences - pupils know that they must answer in full sentences when appropriate **H**and away from mouth - Pupils know that they must keep their hands away from their mouths while speaking **A**rticulate- Pupils know that they must pronounce words clearly **P**roject - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear	• Model speaking in full sentences, making eye contact and using a clear voice. • Remind children to take hands away from mouths and to project their voice. • Praise children for articulate answers and good eye contact. • Insist on the "hands up to speak" routine consistently (unless doing cold calling).

Eye Contact - Pupils know that it is polite to look at the person you are speaking to	

Presentation in Books	
What children should know:	What adults should do:
• Write the date and a title/question for each piece of work. • In maths books, write one digit per square. • Use a ruler to underline titles/questions neatly. • Correct mistakes by drawing one straight line through them (not scribbling). • Keep work neat and show pride in presentation.	• Demonstrate how to set out work with dates and titles. • Teach explicitly how to use a ruler to underline. • Show the correct way to cross out mistakes. • Acknowledge neat presentation and give feedback on how to improve.

Entering and Being Ready to Learn	
What children should know:	What adults should do:
• Enter the classroom calmly and go straight to your place. • Sit with a good posture – both feet on the floor, chair tucked in, track the teacher. • Get the correct equipment out and be ready for learning straight away.	• Greet children at the door and set expectations for calm entry. • Model good posture when sitting and reinforce it with reminders. • Provide clear starter/Do Now tasks so children know what to do immediately and learning time is maximised.

Moving Around the Classroom	
What children should know:	What adults should do:
• Move calmly and quietly around the classroom. • Ask to leave the classroom appropriately; use the toilet during playtime or lunchtime wherever possible. • Respect others' space and avoid disturbing learning.	• Teach and practise how to move safely and calmly. • Give clear instructions for transitions between tasks. • Remind children to use toilets at break and lunch; support them if they need to go urgently.

Equipment and Workspaces	
What children should know:	What adults should do:
• Look after all equipment and treat it with respect. • Return equipment to the correct place after use. • Keep your desk and shared resources tidy. • Treat books, displays, and classroom property with care.	• Show how to handle equipment carefully. • Label and organise resources so children know where they belong. • Praise children who tidy up properly. This should especially be completed at the end of the day. • Intervene calmly if equipment is not respected, reteaching the expectation.

Behaviour Curriculum Lesson 3 – Behaviour during Unstructured Times

Playground Behaviour	
What children should know:	What adults should do:
• That you must walk from your classroom to the playground using 'Fantastic Walking'. • That you must use kind hands, feet and words on the playground. • That we do not 'play fight' because we may hurt someone by accident. • That you must look after the playground equipment, using it safely and sensibly. • That someone who is kind behaves in a gentle, caring, and helpful way towards other people. • That you should not scream when playing together at playtime. • That, when the whistle goes, you must line up quietly and sensibly, facing forwards in single file. • That you should only play games that are appropriate for the school playground. • Use our STEPS to good manners when talking to a lunchtime supervisor.	• Model walking calmly to the playground and praise those who do it well. • Remind children of safe and respectful play rules and step in early to prevent unsafe play. • Consistently reinforce the message that "play fighting" is not acceptable. • Actively encourage inclusion by helping children join games and share equipment. • Use positive recognition to highlight examples of kindness. • Signal/whistle clearly when playtime is over and support children in lining up calmly and quickly.

Eating in the Dinner Hall	
What children should know:	What adults should do:
• That you should use a quiet voice in the dinner hall. • That you walk into the dinner hall quietly and sensibly from the playground or your classroom, using 'Fantastic Walking'. • That we use our 'STEPS to Good Manners' in the dinner hall, when talking to adults and other children. • That you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1). • That you should finish what you are eating before leaving your seat. • To line up quietly, one behind the other, when waiting for food. • To stay seated, with your legs under the table, while eating. • Chew with your mouth closed. • Put your hand up if you need adult attention. • If you have a school dinner, clear your tray, cutlery, cup and put rubbish in the bin. • If you have a packed lunch, take your rubbish home. • Leave your table space tidy for others.	• Model calm, quiet conversation at tables. • Reinforce lining up quietly and praise children who do this well. • Remind children to sit properly, with legs under the table while eating. • Explicitly teach how to use cutlery (especially in EYFS and KS1). • Praise good table manners such as chewing with mouths closed and saying "please/thank you." • Respond quickly to children who raise their hands for attention, modelling respect. • Circulate calmly, monitoring behaviour and intervening quietly when needed. • Show children how to clear trays, cutlery, and rubbish properly, praising those who leave their space tidy.

Behaviour Curriculum Lesson 4 – Being Respectful

The framework below sets out clear expectations for **manners, kindness, preventing bullying, and looking after communal areas**, alongside adult actions to model and teach respectful behaviour consistently.

Manners	
What children should know:	What adults should do:
• Know that we use 'STEPS to good manners' at St John's to make sure we are always polite to each other. Know that this stands for: **Smile** - pupils know that smiling at other people is respectful and kind. **Thank You** - pupils know that they should say 'thank you' when they receive something or someone does something nice for them. **Excuse Me**- pupils know that they should say 'excuse me' if someone is in their way. **Please** - pupils know that they should always say 'please' when they are asking for something. **Sorry** - pupils know that when they make a mistake, they say sorry. • Call adults by their formal name (e.g., "Miss/Mr/Mrs [surname]"). • Greet adults politely (e.g., "Good morning/afternoon, Mr/Mrs") when spoken to. • Hold doors open for adults and visitors • Give eye contact to the person you are talking to. • Understand that using good manners encourages others to act politely in return. • Know that being responsible means being trusted to do the right thing without supervision	•Model our 'STEPS' to good manners in every interaction. • Reinforce, reiterate and reference our 'STEPS' to good manners at every opportunity. • Always address children respectfully, showing how formal names are used. • Teach and practise greetings and polite responses with pupils. • Acknowledge when children show good manners and reinforce why it matters. • Give children responsibilities to practise being trusted to do the right thing independently.

Kindness	
What children should know:	What adults should do:
• Ask someone if they are ok if they trip or fall. • Invite others to join in with your game. • Do not drop litter on the floor. • Pick up litter and place it in the bin. • Offer help to someone who is struggling with a task.	• Notice and praise when children help others or show care. • Model kindness by offering help to colleagues and pupils. • Teach explicitly how to include others in play and games. • Reinforce routines around litter and caring for the school environment.

Preventing Bullying	
What children should know:	What adults should do:
• Bullying means hurting someone on purpose, repeatedly. • Bullying can be verbal, physical, or emotional. • Bullying can also be indirect – leaving people out of games or groups. • If you think you are being bullied, tell an adult straight away. • If you think someone else is being bullied, tell an adult – don't stand by and watch. • Bullying online is called cyberbullying. • Bullying is unacceptable and will always be taken seriously by adults.	• Teach explicitly what bullying is and is not, using examples children can understand. • Share with pupils the clear steps they should take if bullying happens. • Take all reports of bullying seriously and respond quickly and fairly. • Model zero tolerance for unkindness – use restorative conversations to teach empathy. • Show pupils how to be "upstanders" rather than bystanders.

Looking After Communal Areas	
What children should know:	What adults should do:
• Be respectful of the learning environment at all times. • Take care of displays and walls when lining up. • Always put litter in a bin – don't walk past it. • Pick up coats and belongings and place them back on pegs.	• Model respect for displays and resources – avoid leaning on walls, pick up litter, and return belongings. • Remind children regularly about shared responsibility for keeping areas tidy. • Model respect for the environment by picking up litter if you see it. • Acknowledge classes or groups who look after communal spaces well. • Explicitly teach and rehearse lining-up and corridor routines.

Behaviour Curriculum Lesson 5 – Attendance and Punctuality

This framework links attendance and punctuality directly to **learning, respect, and responsibility**, ensuring children understand why it matters and adults know how to model and teach these habits. It sets out clear expectations for children and adults, making attendance and punctuality teachable and consistent across the school.

Attendance	
What children should know:	What adults should do:
• You must try to attend school every day. • Attending school every day is important so you don't miss key learning. • Missing school means missing out on lessons, activities, and friendships.	• Talk positively about the importance of coming to school every day. • Notice and praise good attendance. • Remind children that each day builds on the learning from the day before.

• Coming to school regularly shows commitment to working hard and being responsible.	• Work with families to reinforce the message that attendance matters. • Show enthusiasm for learning so children see school as a place they want to be.

Punctuality	
What children should know:	What adults should do:
• You must try to arrive at school on time every day. • Being on time means you are ready to start learning straight away. • Arriving late can disrupt your own learning and the learning of others. • Good punctuality shows respect for your teacher, classmates, and your own education.	• Model punctuality by being ready to greet children on time each morning and afternoon. • Reinforce morning routines so children know what "being ready on time" looks like. • Praise children who arrive on time and settle quickly. • Gently remind children (and families, where needed) about the importance of being on time. Refer to SLT when necessary. • Create calm, purposeful starts to the day so children want to arrive punctually.

Behaviour Curriculum Lesson 6 – Representing the School

This framework ensures pupils understand that **uniform and behaviour outside school** are part of representing Horninglow Primary with **pride, responsibility, and respect**.

School Uniform	
What children should know:	What adults should do:
• We wear school uniform every day and it must be worn correctly (e.g., shirts tucked in). • Outdoor clothing (coats, hats, scarves, gloves, etc.) should be removed inside the building. • Bring the correct PE kit when needed. • For health and safety reasons, no jewellery is allowed except: - Small stud earrings in pierced ears. - Small objects of religious significance. - A watch (not a smart watch). • Take pride in how you wear your uniform – it shows you belong to our school community.	• Consistently reinforce school uniform expectations (shirts tucked in, correct shoes, correct PE kit). • Notice and praise children who wear their uniform smartly and correctly. • Remind children calmly about removing outdoor clothing indoors. • Monitor jewellery rules sensitively and explain health and safety reasons. • Model pride in appearance and talk positively about belonging to the school community.

Behaviour Outside School	
What children should know:	What adults should do:
• When you wear school uniform, you represent the whole school community. • Always behave responsibly, respectfully and safely in public. • Be considerate of others arriving and leaving school (children, parents, staff, neighbours). • Being considerate means thinking about other people's needs, wishes, and feelings. • Examples of being considerate on the way home include: - Walking, not running	• Remind pupils that their behaviour reflects on the school when in uniform. • Model courteous, respectful behaviour when arriving at and leaving school. • Praise children who show consideration for others (walking sensibly, using quiet voices). • Explicitly teach what "being considerate" means, using real-life examples. • Reinforce online safety through assemblies, lessons, and

- Walking bikes and scooters across paths and playgrounds until you get to the school gates - Giving others plenty of space. - Using a quiet voice (not shouting). • Stay safe online and use technology sensibly and respectfully. • Know who to go to if you need help or support, both in school and outside.	reminders about who to go to for help. • Work with families to promote responsible use of technology and safe behaviour outside of school.

Key Principles

• Staff must know, practise, and reinforce the Behaviour Curriculum. Every adult in school plays a crucial role in ensuring that expectations are clear and consistently upheld.

• Each lesson of the Behaviour Curriculum is taught in full during the first half term of every academic year. This provides every pupil with a shared understanding of what is expected in different areas of school life.

• The Behaviour Curriculum is revisited and reinforced throughout the year. Routines and expectations are practised regularly and referenced daily to ensure that high standards are sustained.

• Correction must be explicit and instructional. Whenever a member of staff addresses a pupil for misbehaviour, it is vital that they:
- Clearly narrate the behaviour that was seen.
- Explain why it is not acceptable, referencing the Behaviour Curriculum where possible.
- Remind the pupil of the correct behaviour expected and ensure they practise it.

Why This Matters

By teaching behaviour explicitly:
• Pupils understand what is expected and why it matters.
• Adults respond consistently, reducing ambiguity or mixed messages.

The ‘St John’s Way’ Behaviour Curriculum

- The school maintains a calm, purposeful atmosphere where pupils can thrive.
- We build a culture of responsibility, respect, and kindness that extends beyond the classroom and into the wider community.

Summary
Know that ‘The St John’s Way’ curriculum must be followed at all times.
Know that all pupils follow the ‘The St John’s Way’ curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

The behaviour curriculum is a vital part of our teaching at St John’s Primary Academy. It ensures that every child has access to a safe, respectful and purposeful learning environment. By following the principles outlined by Tom Bennett, St John’s Primary Academy gives pupils the knowledge, skills and habits they need not only to succeed academically, but also to flourish as responsible, respectful citizens. The DfE’s *Behaviour in Schools*(2022) document reinforces this approach, highlighting that high expectations, taught explicitly, are essential for equity and excellence in education.

Note: The Academy’s behaviour policy and rewards system is currently under review and will recognise the expectations above once updated.