



## Our vision and values

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

*'This little light of mine, I'm going to let it shine!'*

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15-16

Guided by our Christian values and our school values of Compassion, Community, Creativity and Courage, we provide a happy, inclusive and encouraging environment where children and adults can flourish and develop as individuals. We offer a challenging, broad and relevant curriculum that enables all children (regardless of their background, faith, race, ability or gender) to do their best and achieve well.

## Our behaviour culture (the aims of our behaviour curriculum)

Successful relationships are underpinned by the positive ethos promoted our school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.

We aim to build a community which values kindness, care, respect, tolerance and empathy for others (including adults), and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

As part of our behaviour curriculum, we also expect our pupils to show off their personality, and this is achieved through building strong relationships with the pupils so that they feel comfortable to be themselves. 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.

## Modelling the culture (teaching the curriculum)

Our behaviour curriculum is taught explicitly during the first week in Autumn Term, alongside our National Curriculum subjects, starting with the class 'We Wills'. Pupils learn the content of the curriculum as part of sessions, and then have opportunities as part of a whole-school focus. At the start of each term, the behaviour curriculum is revisited with pupils (including creating or reviewing class charters or goals) and will continue to be reinforced throughout the year. 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).

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. Clear parameters for behaviours for learning, standards and routines are set so that all pupils and staff have shared and consistent expectations across school.

**The process for teaching behaviour explicitly is as follows:**

- **Identify** the behaviour we expect
- **Teach** the behaviour (be explicit and clear)



- **Model** the behaviour we are expecting
- **Practise** the behaviour/s regularly
- **Notice** and reward excellent behaviour
- **Create** conditions for excellent behaviour

It is important that all school staff follow these approaches, teach them explicitly to children and continuously maintain the high standards we set. By doing so, we support each other to create our school culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.

### Positive behaviour expectations

We ensure the following expectations are met for behaviour:

- **Clear expectations:** We establish clear behaviour expectations that reflect our vision and values, and these are consistently reinforced throughout the school. These expectations are communicated effectively to pupils, parents, and staff, creating a shared understanding of the standards we uphold. Our class 'We Wills' are visible in classrooms.
- **Positive reinforcement:** We celebrate and reinforce positive behaviour through various means, such as verbal recognition, appreciation and rewards. By acknowledging and appreciating our pupils' efforts, we motivate and encourage them to continue making positive choices.
- **Modelling:** Our staff serve as positive role models, exemplifying love, courage, respect, aspiration and curiosity in their interactions with pupils and each other. Through their actions and words, they inspire children to embody these values and contribute to a positive school climate.
- **Restorative practices:** In instances of conflicts or incidents, we employ restorative practices to resolve issues and restore relationships. These practices encourage open dialogue, empathy, and understanding, helping students develop conflict resolution skills and learn from their experiences.

### Adaptations (including for SEND)

While this curriculum is for all pupils, it will be applied and adapted differently in different year groups depending on pupils' ages. It may also be applied and adapted differently depending on individual pupils' SEND or other 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 curriculum. Bespoke programmes are used to provide additional support when necessary.

### The three overarching behaviour principles

For behaviour to be effective, we believe pupils must know and understand the following principles:

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> <li>• We arrive at school on time, every day.</li> <li>• We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.</li> <li>• We make sure we have the right equipment for the day.</li> <li>• We take part fully in lessons and show resilience when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• We always listen when an adult is talking.</li> <li>• We always listen to pupils in our class giving ideas and feedback.</li> <li>• We are polite and show good manners to everyone.</li> <li>• We respect difference and know we are all equal.</li> <li>• We look after our equipment and share it.</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instructions: first time, every time.</li> <li>• We do not tolerate bullying of any kind.</li> <li>• We walk sensibly around our school.</li> <li>• We line up sensibly and quietly.</li> <li>• We know who to go to for help and support.</li> </ul>

# St Michael's CE Primary School, Sandhurst

## Behaviour Curriculum



<ul style="list-style-type: none"> <li>We are quick to transition between lessons and break/lunch, ensuring we make the most of our learning time.</li> </ul>	<ul style="list-style-type: none"> <li>We look after our environment and never drop litter.</li> <li>We respect the law and the rules of school and society.</li> </ul>	<ul style="list-style-type: none"> <li>We stay safe online at school and outside school.</li> <li>We use equipment safely and appropriately.</li> </ul>
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### Our behaviour curriculum in detail

Our pupils will be taught and know the following expectations and routines:

Uniform	Attendance and punctuality	Respect and manners
<ul style="list-style-type: none"> <li>Know that we wear full uniform and it is worn correctly (e.g. shirts tucked in, ties done up to the collar button).</li> <li>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up or put in lockers appropriately.</li> <li>Know that we can wear a watch (non-smart watch) and only certain other items of jewellery.</li> <li>Know to wear the correct PE kit as appropriate on PE days.</li> </ul>	<ul style="list-style-type: none"> <li>Know that you must try to attend school every day.</li> <li>Know that you must try to arrive at school on time every day.</li> <li>Know that attending school on time every day is important so that you don't miss important learning.</li> </ul>	<ul style="list-style-type: none"> <li>Know that you should always say 'please' when you are asking for something.</li> <li>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</li> <li>Know that you should let any waiting adults through a doorway before walking through yourself.</li> <li>Know that you should say 'Good morning/afternoon' to adults if spoken to.</li> <li>Know that it is polite to give eye contact to the person you are talking to.</li> <li>Know that it is important to show gratitude to others by thanking people for what they have done for you.</li> <li>Know that if you respect someone, you have a good opinion of their character or ideas.</li> <li>Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.</li> </ul>

Ready to learn	Moving around the school	Playtime behaviour
<ul style="list-style-type: none"> <li>Know how to follow the stopping strategies in class</li> <li>Know that we have good sitting posture:</li> </ul>	<ul style="list-style-type: none"> <li>Know that we walk around school quietly and calmly.</li> <li>Know that we walk in a straight line.</li> <li>Know that we line up sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>Know that you must walk from your classroom to the playground.</li> <li>Know that you must play safely without hurting anyone.</li> </ul>

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<ul style="list-style-type: none"> <li>○ Ensure feet of chairs are on the floor</li> <li>○ Chairs tucked near table</li> <li>○ Sat into the back of their chair.</li> <li>● Know that we keep our workspaces /resources tidy (before/during/after learning or lessons).</li> <li>● Know to be punctual to lessons and other events.</li> <li>● Know how to be ready for the lesson (e.g. had a drink, toilet break etc.).</li> <li>● Know that we walk to the line sensibly and walk in school.</li> <li>● Know that we place our chair under the table when leaving our seat.</li> <li>● Know that we walk in a quiet, calm manner around the classroom.</li> <li>● Know that we treat equipment appropriately and with respect.</li> </ul>	<ul style="list-style-type: none"> <li>● Know that we are polite and courteous to adults / other children with a greeting.</li> <li>● Know that we open doors for others.</li> <li>● Know that we pick up litter, coats and resources if on the floor or untidy.</li> <li>● Know that we knock on a door and wait for permission to enter a room where appropriate (e.g. staffroom, office, another classroom).</li> </ul>	<ul style="list-style-type: none"> <li>● Know that we do not 'play fight' because we may hurt someone by accident.</li> <li>● Know that you must be kind, by including people in your games and sharing equipment.</li> <li>● Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>● Know that, when called, you must line up promptly and quietly.</li> </ul>
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Dining hall	Lining up (fire drills, lunch call etc)	Behaviour outside of school
<ul style="list-style-type: none"> <li>● Know that we wash our hands before eating.</li> <li>● Know that we use a quiet voice and talk to the children opposite or adjacent to them only.</li> <li>● Know that we line up – one behind the other, quietly.</li> <li>● Know that when eating, we stay in our seats facing our food.</li> <li>● Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1).</li> <li>● Know that we chew with our mouths closed.</li> <li>● Know that we say 'please' and 'thank you'.</li> <li>● Know that we put our hand up for adult attention.</li> </ul>	<ul style="list-style-type: none"> <li>● Know that we place our arms by our side.</li> <li>● Know that we face forward.</li> <li>● Know that we stand with straight backs / good posture.</li> <li>● Know that we line up in silence.</li> <li>● Know that we walk in single file.</li> </ul>	<ul style="list-style-type: none"> <li>● Know that, when we are wearing our school uniform, we are representing the school community and must always behave responsibly and respectfully.</li> <li>● Know that we should be considerate of other people arriving and leaving school.</li> <li>● Know that being considerate means thinking about other people's needs, wishes and feelings.</li> <li>● Know that examples of being considerate on the way home include walking and not running, giving people plenty of space on the pavements, and using a quiet voice (not shouting).</li> </ul>

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<ul style="list-style-type: none"> <li>• Know that we walk in the dining room.</li> <li>• Know that if we have eaten a school dinner, we collect own rubbish and put in bin.</li> <li>• Know that if we have eaten a packed lunch, we take wrappers home.</li> <li>• Know that we clear away our table space and leave it tidy.</li> <li>• Know that we ask an adult to leave the dining hall.</li> </ul>		<ul style="list-style-type: none"> <li>• We know how to stay safe online and use technology sensibly and safely.</li> <li>• We know who to go to for help and support.</li> </ul>
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Presentation in books	Communal areas	Collective Worship
<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> <li>• Date – left hand side next to margin in words or numbers according to subject.</li> <li>• Date underlined with ruler and sharpened pencil.</li> <li>• Learning objective reflected in title of work.</li> <li>• Error correction – ruled line through.</li> <li>• Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil.</li> <li>• Maths books – one digit one square, question number in margin.</li> <li>• Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils.</li> <li>• We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we are respectful of the learning environment.</li> <li>• Know to take care of displays when lining up.</li> <li>• Know to place all litter in a bin, and do not simply walk past.</li> <li>• Know to walk around school in a quiet, sensible manner.</li> <li>• Know that we pick up coats and place back on pegs / report to the class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we enter/exit in silence and we walk into/out of the hall.</li> <li>• Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit.</li> <li>• Know the sitting space and in which order.</li> <li>• Know the expectations for sitting.</li> <li>• Know that we sit cross-legged with a straight back and hands still.</li> <li>• Know that we face the assembly leader and face forwards with eyes on the speaker.</li> <li>• Know that we use silent hands-up to contribute or Active Movement appropriately.</li> <li>• Know that we use manners when speaking.</li> <li>• Know that we participate actively (e.g. singing, class events).</li> </ul>

### Embedding our behaviour curriculum

We embed our behaviour curriculum through the following cross-curricular links:

- Behaviour expectations and routines
- Collective Worship themes
- SMSC work
- Safeguarding Policy and Procedures
- Mental Health & Wellbeing Lead and Policy



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- PHSE and Relationships curriculum
  - PE curriculum
  - Computing curriculum (Online Safety Policy)
  - Wider community work
  - Personal Development curriculum.

