



St Margaret's Behaviour Curriculum

Aims

'Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...'

Source: Tom Bennett

At St Margaret's we aim to make it easy for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour.

At St Margaret's we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed the four school habits: be ambitious, responsible, respectful, safe.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Teach pupils how to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at St Margaret's are treated fairly and shown respect.
- Provide clarity for staff and pupils about acceptable behaviour and the consequences of poor behaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- Support individuals and groups of parents to help their children behave well.
- **Ensure that excellent behaviour is a minimum expectation for all.**

Intent

St Margaret's Behaviour Principles

At St Margaret's we 'make it easy to behave and hard not to' through:

- Having clear and concise rules, routines, rewards and sanctions that everyone follows;
- **Teaching**, not telling, pupils how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see; and
- Adapting our approaches, where needed, for specific pupils with additional needs.



Implementation

Roles and responsibilities

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet on the playground.
- Teach pupils how to show politeness, manners and follow rules.
- Refer to 'ambitious, responsible, respectful and safe' in all conversations about behaviour.
- Model best conduct.
- Show they know the pupils, value them, understand them and that they believe the pupils' matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Identify reasons for misbehaviour.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Help and show staff how to manage and teach behaviour.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

St Margaret's Habits

There are 6 school rules at St Margaret's, which feed into the 'St Margaret's Habits'.

- Be ambitious
- Be responsible
- Be respectful
- Be safe



School Rules

1. Listen Carefully
2. Follow instructions
3. Work quietly and don't disturb others
4. Be kind with your words and actions
5. Respect the school and everyone's property
6. Work and play safely

Our staff are skilled in behaviour management, and teach these habits in a positive and encouraging way. Pupils are taught the habits from Nursery upwards. At the start of each term, every class completes a lesson on the habits, why they are important and what they look like.

The expectations around behaviour are taught and reinforced through a variety of ways including:

- The curriculum e.g. PHSE, PE, science or computing
- Assemblies and collective worship
- Educational visits
- Visitors to school

Pupils see the habits displayed in each class and around the school. They encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class and on the playground.

School Routines

There are a range of routines that are used across the school in order to support pupils in following the school rules.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be preempted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is **easier** for pupils to decide how to behave

Staff practise these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis.

Rewards and consequences

Staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All pupils are capable of behaving well.



Praise and Rewards

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At St Margaret's we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

- When someone has acted in a way, we want them to repeat.
- When someone has done something, we want to normalise.
- When someone has acted as an example, we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a pick up.
- For something extraordinary (which may also be linked to a recognition board or house point).

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of **over and above** behaviour.
3. To motivate others to change their behaviour.

Rewards are effective when they are connected to a specific behaviour. See the table below for further detail.

Sanctions

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where pupils misbehave. Therefore, we have stepped sanctions in place to respond to demonstrations of inappropriate behaviour.

Sanctions serve two main purposes:

1. To make pupils understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to misbehaviour.



Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action or reparation
- They are fair and consistent

Sanctions must **not** be severe or disproportionate. They must be proportionate to the misbehaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school.

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging pupils to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Other consequences that may be put in place include:

- Limiting student access to extracurricular clubs and extracurricular school activities.
- Not allowing students to attend school trips and residential trips.

Primary behaviours

When giving sanctions and explaining the reasons for them to pupils, adults focus on the primary behaviour that led to the sanction. Any secondary behaviours can be followed up during a restorative conversation.

For example: A child may be given a time out in another classroom for repeatedly low level behaviours. On the way out of the classroom they knock a chair over. The time out remains in place for the primary repeated low level behaviour. Once the child returns to class, an adult would have a restorative conversation focused on the primary behaviour and may decide it is appropriate to unpick the secondary behaviour briefly (*e.g. I noticed you were frustrated with the choice you made to repeatedly call out because you knocked the chair over on your way out. You know that is not a safe choice but thank you for coming back in safely for this discussion about the reason for the time out*).

St Margaret's response to specific behaviour issues

Most behaviour issues can be responded to by following the rewards and sanctions steps in the table below. However, there are some examples of specific behaviour that will result in a different or more immediate response. This includes:

- Child on child sexual violence or harassment
 - Any reports of sexual violence or harassment between pupils should be immediately reported to a member of the safeguarding team.



- Online behaviour incidents
 - While online behaviour incidents mostly occur out of school, the impact of these incidents can be felt back in the classroom.
 - Incidents should be investigated initially by the class teacher and passed to a member of the safeguarding team once more information has been identified.

- Bullying
 - The St Margaret's anti-bullying approach should be followed.

Monitoring

We have a behaviour team made up of learning mentors, support staff, teachers and leaders who monitor the behaviour procedures and provide feedback to staff.

Staff completing learning walks will identify examples of best practice and share these with staff as necessary.

Impact

The impact of the school behaviour curriculum is measured each term with the following areas analysed:

- Child on child abuse
- Sexual incidents
- Physical incidents
- Inappropriate language e.g racist, homophobic, sexist,
- Lunchtime incidents
- Internal exclusions
- Red card Incidents
- Pupils on report cards
- Fixed term exclusions
- Permanent exclusions

These areas are analysed to look for trends in the data including:

- Who are pupils of significant concerns?
- where are the hot spots in school?
- What times of the day are there most incidents?
- What are the subjects that pupils are misbehaving during?
- Who are adults leading a class when a pupil misbehaves?

Analysis of this information will inform the allocation of resources to support pupils and teachers.



Data will also be analysed to identify trends between particular groups including:

- Sex
- Ethnicity
- Religion
- Pupil Premium
- SEND
- Age

Pupil Voice

Pupil voice will take place across school on a termly basis to capture the voice of pupils.

School Council

Our School Council meets to discuss behaviour across the school on a regular basis.

St Margaret’s Behaviour Habits

Be Ambitious

Why	Ambition is a crucial life skill. It helps us go further in our hobbies, education, jobs and life. An ambitious attitude can lead anyone to achieve anything they set their mind to and can help people overcome challenges.
What this looks like	<p>Being ambitious is about aiming high, giving 100% and having a strong determination to succeed. At school this includes:</p> <ul style="list-style-type: none"> • Knowing what you want to achieve / setting goals • Focusing on the work or activity you are doing and not getting distracted • Taking risks • Making mistakes and learning from them • Talking with people who are different from you and learning new ways of thinking • Competing against yourself and not comparing yourself to others • Keeping going when things might be challenging • Pushing yourself
Adaptions	
Key stories	



Be Responsible	
Why	People who are responsible are more likely to succeed in school, in the workplace and in the wider world. If we do what we say we will do and accept that our choices and actions have results then people will trust us.
What this looks like	<p>Being respectful is about caring for and valuing people, things and differences. In school this includes:</p> <ul style="list-style-type: none"> ● Listening carefully when other people speak ● Following adult instructions ● Showing manners (please, thank you, eating with manners in the lunch hall, holding doors for other people) ● Looking after the school environment and property ● Speaking to other people at a volume that can be heard, looking at the speaker, using their name ● Taking turns, cooperating and sharing with other pupils
Adaptions	<ul style="list-style-type: none"> ● A child who has a severe family situation may not be ready to learn. ● Specific pupils with SEND who may require support or scaffolding.
Key stories	tbc
Be Respectful	
Why	Everyone is a valued member of the school community and therefore everyone should be treated equally no matter their race, religion, gender, sexuality or disability. People who give respect <i>to</i> others get respect <i>from</i> others.
What this looks like	<p>Being respectful is about caring for and valuing people, things and differences. In school this includes:</p> <ul style="list-style-type: none"> ● Listening carefully when other people speak ● Following adult instructions ● Showing manners (please, thank you, eating with manners in the lunch hall, holding doors for other people) ● Looking after the school environment and property ● Speaking to other people at a volume that can be heard, looking at the speaker, using their name ● Taking turns, cooperating and sharing with other pupils



Adaptions	Specific pupils with SEND who may require support or scaffolding
Key stories	Tbc
Be Safe	
Why	Being safe is important so that we don't hurt ourselves or each other. When we are safe we can relax, feel good about ourselves and enjoy our lives.
What this looks like	<p>Being safe is following the rules that we know are there for our safety and looking after ourselves and each other both physically and mentally.</p> <p>In school this includes:</p> <ul style="list-style-type: none"> ● Keeping your hands and feet to yourself / kind hands and feet ● Using equipment for what it is designed for ● Sitting where you are asked to in class ● Telling an adult if there is a problem with another child ● Moving around the school in a calm and quiet manner (register order, single file, facing forwards with a voice that only someone very close to you would hear).
Adaptions	
St Margaret's Routines Classroom Expectations	
SLANT	
Why	In order to maximise learning, pupils must pay attention in class. There are 5 key behaviours for learning that should be demonstrated.
What this looks like	<ol style="list-style-type: none"> 1. Sit up. 2. Lean forward. 3. Ask and answer questions. 4. Nod your head. 5. Track the speaker.
Adaptions	There may be specific pupils with ASD who will not respond to being tracked or tracking.



Magnet Eyes	
Why	Everyone has a voice and valuable opinion, everyone matters.
What this looks like	<ol style="list-style-type: none"> 1. Adult says names the person who should be looked at ('me' if the adult is the one to be tracked). 2. Pupils turn to face the person speaking. 3. Pupils make regular eye contact.
Adaptions	<ul style="list-style-type: none"> • Certain pupils with ASD. • Certain pupils who are particularly shy (perhaps due to a situation/experience in life) should be given a hand signal to be able to not be tracked.
Super Speaking	
Why	Speaking is a key skill for all pupils to develop.
What this looks like	<ol style="list-style-type: none"> 1. Speak in full sentences 2. Hands away from your face 3. Articulate 4. Project your voice 5. Eye contact
Adaptions	
Tight Transitions	
Why	Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.
What this looks like whole school	<ol style="list-style-type: none"> 1. Adult uses signal for silence routine (voices away, hands free). Wait for 100%. 2. Adult to show 'one' by holding 1 finger up - pupils stand up and tuck chairs in (if they have them), continue to track the adult. 3. Adult to show 'two' by holding 2 fingers up - pupils move into the line (register order) and continue to track the adult.
What this looks like KS1 & EYFS	<ol style="list-style-type: none"> 1. Adult use signal for silence routine (voices away, magnet eyes on adult, hands free). Wait for 100%. 2. Adult to show 'one' by holding 1 finger up - pupils stand up and tuck chairs in (if they have them), continue to track the adult.



	<ol style="list-style-type: none"> 3. Adult to show 'two' by holding 2 fingers up – pupils move to chairs or carpet spaces and continue to track adult. 4. Adults show 'three' by holding 3 fingers up – pupils sit down.
Adaptions	Moving from one small group to another small group may not require a tight transition.
Signal for Silence	
Why	In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows the expectations.
What this looks like	<ol style="list-style-type: none"> 1. Adult raises hand. 2. Pupils stop their conversations (voices off, hands free). 3. Pupils raise their hand. 4. Adult gives non-verbal praise to pupils doing the right thing (e.g. thumbs up). 5. Pupils track the teacher.
Adaptions	In EYFS and the hall at lunchtime clapping for attention or the use of a sound to gain attention to be used at the same time as a hand up.
Enter and Exit Assembly	
Why	Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe.
What this looks like	<ol style="list-style-type: none"> 1. Pupils enter in lines fantastic walking. 2. Pupils all stand in a row tracking the adult until the whole class has entered. 3. Adult uses a non-verbal signal (hand palm down, swipe down) and the class sit down. 4. Pupils track the adult leading assembly. 5. Pupils sit with crossed legs, calm and quiet (hands in laps, whisper). <p>Timetabled adults to stay in assembly, sit facing the pupils, not the front, modelling expectations and supporting behaviour.</p>
Adaptions	



Fantastic Walking	
Why	Moving around the school must be calm and quiet to ensure pupils are aware of where they are going and so that other people at the school are not disrupted by the movement.
What this looks like	<ol style="list-style-type: none"> 1. Adult to follow Tight Transitions routine. 2. Pupils line up in register order. 3. Adult position themselves to allow them to see all pupils in the line. 4. Everyone walks in single file (one behind the other). 5. Everyone keeps to the left. 6. Calm and quiet (hands by your sides, a whisper).
Adaptions	Sometimes small groups will be out of class.
Perfect Sitting	
Why	Ensure correct posture for sitting (supporting spine), to promote active listening, to help reduce fidgeting.
What this looks like	<ol style="list-style-type: none"> 1. Chairs tucked in (tummy near table - TNT) 2. Bottoms and backs on chair (BBC) 3. Chair legs and child's feet on floor (6 legs) Turn head/body towards speaker (magnet eyes)
Adaptions	Some children may need cushions to sit on due to sensory needs. Some children may use therabands to support their sensory needs.
St Margaret's Manners	
Why	Teaching manners is essential for social development. Manners allow pupils to navigate social interactions with respect and consideration.
What this looks like	<p>Politeness please – teaching children to say please when requesting something. It shows respect and consideration, making interactions pleasant for everyone involved.</p> <p>Thank you - Encourage the habit of expressing gratitude with "thank you" it fosters a sense of appreciation and positive relationships.</p> <p>Excuse me - children should excuse me to interrupt politely or navigate through spaces demonstrating awareness and respect others presence.</p>



	<p>Table etiquette – educating children on basic table manners, like chewing with their mouths closed and using utensils, enhancing their social dining experiences.</p> <p>Listening skills – encourage active listening by not interrupting and maintaining eye contact, showing the speaker respect and improves communication.</p> <p>Kind compliments – showing children how to express sincere compliments, helps to boost others self- esteem and strengthening friendships.</p> <p>Apology importance – teaching the importance of apologising when wrong. It is crucial for maintaining trust and respect and relationships.</p> <p>Sharing spirit – promoting the value of sharing with others. It is essential for developing empathy, compassion and co-operative play amongst peers.</p> <p>Clean/tidy up – Instil a habit of cleaning up after yourself. This is fundamental in taking responsibility and respecting shared spaces.</p> <p>Patience – knowing when the right time to speak or be spoken to. Waiting for your turn instils respect and tolerance for others.</p>
Adaptions	