



School Mission Statement	PRIDE Statement
<p>Our School is a family of faith, hope, love, fun and learning for all.</p> <p>At St Joseph’s we grow together through:</p> <ul style="list-style-type: none">➤ Loving God and sharing our Catholic faith by talking about him➤ Prayer and celebration➤ Working hard and doing our best➤ Including and encouraging everyone➤ Showing respect for each other and ourselves➤ Being ready to forgive and be forgiven➤ Our enthusiasm, our thoughtfulness and understanding <p>Jesus said, “Love one another as I have loved you.”</p>	<p>At St Joseph’s we have:</p> <ul style="list-style-type: none">PositivityRespectIndependenceDeterminationEnthusiasm

The aims of the behaviour curriculum	<p>St Joseph's is a family of faith, hope, love, fun and learning for all. We provide a safe and stimulating environment where everyone can teach and learn. As a school family we embody our ethos of PRIDE: positivity, respect, independence, determination and enthusiasm. At St Joseph's we take ‘pride’ in our learning environment and responsibility to ensure that it is looked after and cared for. At the heart of everything we do is our dedication to promote, embed and instill a philosophy of responsibility. High expectations and compassion for both ourselves and others, whilst being accountable for our actions and words.</p> <p>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.</p> <p>Through encouraging positive behaviour patterns we can promote good relationships throughout the community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)</p>
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Teaching the Curriculum	<ul style="list-style-type: none">Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.The curriculum is taught explicitly during the few weeks in Autumn term alongside the traditional National Curriculum subjectsChildren 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 learning behaviours 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’ set out by Barak Rosenshine including regular quizzing to check and strengthen retention.Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.	The process for teaching behaviour explicitly is as follows
		<ul style="list-style-type: none">IDENTIFY the behaviour we expectExplicitly TEACH behaviourMODEL the behaviour we are expectingPRACTISE behaviourNOTICE excellent behaviourCREATE conditions for excellent behaviour
		<p>It is important that all school staff know the details of this curriculum, teach it explicitly to children 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.</p>

Our curriculum comprises a set of planned educational experiences, making full use of opportunities for real-world learning.	Linked to the PSHCE curriculum with regards to pupil wellbeing and mental health	Learning for Life Curriculum (PSHE, RSE)	Educational Visits including residential visits	Enrichment opportunities including visitors,	Extra-curricular clubs Sporting Events	Faith in Action (Community work)	Student Groups (School Council, ECO warriors, Mini Vinnies)	Physical Education	Expressive Arts and Design	Prayer and Liturgy, School Masses
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PRIDE				
Positivity	Respect	Independence	Determination	Enthusiasm
<ul style="list-style-type: none">Common goals.We show appreciation to all members of our community, whether through a simple ‘thank you’ or recognition of their role.We stand up against bullying – reporting it, supporting others and taking swift action to prevent it.We apologise when we make mistakes.Sometimes we don’t want to verbally share our worries, so we can write them down and post them in the worry box.	<ul style="list-style-type: none">We are polite and show good manners to everyone.We use please and thank you.We always listen when an adult is talking.We always listen to pupils in our class giving ideas and feedback.We use a calm tone and soft volume when speaking.We know who to go to for help and support.We stay safe online and outside school.We are inclusive, accepting of everyone.	<ul style="list-style-type: none">We follow instructions -first time, every time.Asking question to clarify understanding.Take turns to share our point of view and take into consideration others’ perspectivesWe practice active listening when discussing feelings to allow for open communication.Participate in school life and events.We walk sensibly around our school.We build strong bonds with our adults and community and will be able to identify someone we trust and feel comfortable talking to.	<ul style="list-style-type: none">We take the initiative through involvement in pupil groups and community projects that benefit our local and school community.We do not tolerate bullying of any kind.We show empathy and understanding to feelings and perspectives of others.We include others in games, activities and group work.We have a positive mindset to our work/activity.We all have our special talents and that makes us greatWe use equipment safely.Trusted adults help us to feel safe and work through worries with us using visual aids, role-play and story boards, when needed.	<ul style="list-style-type: none">We promote positivity by praising good work, giving compliments, acts of kindness or offering support, when needed to those in need.We value diversity, respect difference and know we are all equal.We look after our equipment and share it.We look after our environment and never drop litter.We respect the law and the rules of school and societyAcknowledging others’ opinions.

SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils’ ages 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 curriculum unimpeded.

St Joseph's Catholic Primary School - BEHAVIOUR CURRICULUM



Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Prayer and Liturgy and Assemblies	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. 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 if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know to wear correct PE kit as appropriate 	<ul style="list-style-type: none"> Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly on entry and exit Know the sitting space and in which order Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the member of staff or visitor in Collective Worship and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate actively – singing etc. 	<ul style="list-style-type: none"> Know that when an adult raises a hand, it is the school stop signal Know that we walk around school quietly Know that we walk respectfully around school Know that we are polite and courteous to adults / other children with a greeting Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) Know that we follow corridor rules (left hand side of the stairs and corridor to allow for safe passage) 	<ul style="list-style-type: none"> Know that we wash hands before eating Know that we use a quiet voice and talk to the children opposite or adjacent to them only Know that when eating, we stay in our seats facing our food Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) Know that we chew with our mouths closed Know that we say please and thank you Know that we put our hand up for adult attention Know that we walk in the dining room Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away our table space, cutlery, plate, cup and leave the table tidy. <p><i>When lining up for lunch, pupils have the expectation in line with lining up expectation- see moving around school</i></p>
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> We use RWI strategies to show we are ready to learn Know that we have good sitting posture: Ensure 6 feet on the floor and sat facing the board, speaker or work Know that we keep our workspaces /resources tidy (before/during/after work) Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc. 	<ul style="list-style-type: none"> Know that we walk to the line using RWI strategies (1, 2, 3) Know that we line up in single file order Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment and have a duty to help keep it tidy Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> 'Can I' and date written neatly in books Error correction is neat – a line through the incorrect spelling, phrase or number with the correction next to it. Corrections to be made in green pen. Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. <p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.</p>
Playtime Behaviour		Lining Up	Behaviour outside of school	
<p>Children will:</p> <ol style="list-style-type: none"> Use equipment appropriately (e.g. don't kick basketballs) Stay within staff view (if you can't see a staff member, they can't see you) Be kind to nature (Swinging on trees will damage them) Stay within permitted areas Respect all living creature (Only go on the field on allocated days Be friendly to each other and remember that manners cost nothing Respect everyone's personal space Play fighting is unacceptable (even if it is contact or no contact) School fences keep us safe (climbing them is dangerous) 	<ul style="list-style-type: none"> Know that we walk sensibly Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect 	<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with good posture Know that we line up in silent Know that we walk in single file 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we 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. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

All adults in school will model expected behaviours by

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. 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 if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Ensure uniform is correct at all times Provide 'spare' correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair yet uphold the standards expected Check uniform regularly, in line with the routines part of this document Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> Verbally remind children of expectations and praise children for meeting them Organise class into appropriate order in classroom Ensure uniform is checked Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) Praise/remind children for following expectations of sitting and participation Remind children to gain attention if necessary Lead children into assembly modelling expectations Actively engage with assembly Ensure orderly exit from hall and return to class Praise and reward as appropriate 	<ul style="list-style-type: none"> Use school stop signal of 'hand up' Regularly remind class of expectations when moving through school Line the class up – use the RWI strategy (1, 2, 3) Check smartness of pupils before and after moving In instances of unwanted behaviour – stop the class and recap expectations Be polite and courteous to adults / other children with a greeting and hold/open doors for one another Take pride in appearance Praise and reward children using class dojo Model manners and showing courtesy to others- e.g., holding doors open Do not set off with a class/group until all expectations are met- including lines and volume 	<ul style="list-style-type: none"> Check uniform on entry and exit of dining hall Use the 'attention' signal Support and model to pupils to use knife and fork Remind pupils of expectations Monitor the cleaning of plates and cutlery Check and remind of manners Check spaces as pupils leave the eating space Praise and reward the correct behaviour
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day following guidelines in the staff handbook Know that you must try to arrive at school on time every day. 	<ul style="list-style-type: none"> We use the RWI strategies to show we are ready to learn. Establish, teach and model routines and expectations. Ensure that visual timetable is in use with the agreed illustrations Greet children and adults on entry to the room Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: 	<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in quietly and in single file Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Ensure tidy work spaces including their desk area Ensure all space outside their classroom is clutter free Pick up any rubbish and place in the dustbin, do not walk past it Ensure all displays are kept in good order Pick up coats and place back on pegs / report to staff within the room Praise/reward/prompt children as required 	<ul style="list-style-type: none"> Ensure the front cover is neat and presentable- follow expectations document All fonts are consistent: Dyslexic friendly Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in.
Playtime Behaviour	<ul style="list-style-type: none"> Ensure resources are ready and accessible – pencils sharp, resources available, hand out on tables, books available, specific resources required for lesson ready, supportive and challenge activities ready, WIDGIT, water bottles etc. Ensure workspaces/classroom is tidy, including their own desk Use transitional songs /rhymes etc. where appropriate The environment is clean, clear and concise – it is ready for pupils to instantly engage and is clutter free. 	Lining Up	Behaviour outside of school	<ul style="list-style-type: none"> Follow the marking and feedback policy Model the expectations of presentation in their marking – handwriting and no crossing out in pen
<p>Adults will:</p> <ol style="list-style-type: none"> Listen to your worries and concerns Help you when you need them Always be there for you Allow you to play with the schools play equipment on rota Never turn you away when you are hurt or injured Will always try to help you find a solution to your problem Make sure you all have a safe playtime Remind of the playtime promises 		<ul style="list-style-type: none"> Use agreed stopping strategies (RWI – 123) Ensure children line up in quietly and in single file Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Know that we 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. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

