The Redeemer

Church of England Primary School

Behaviour curriculum

Date: 2025 2026

Teaching the behaviour curriculum at The Redeemer C.E. Primary School

Consistent Cultures of Excellent Behaviour Management

When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade; others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not; resetting expectations with those who trample them; being relentlessly positive when confronted by challenging behaviour.

Consistency lies in the behaviour of adults and in the relationships that they foster with pupils. Relationships are key. A truly sustainable consistent approach uses a toolkit of consistent strategies that empowers all members of the school community to take responsibility for ensuring we have fantastic behaviour. It is also in the determination of every member of staff to strive for the best for all pupils. The key to outstanding behaviour is to develop a consistency that ripples through every interaction on behaviour, where learners feel they are treated as valued individuals who respect adults and accept their authority.

All Staff

1. **Meet and greet** at the door.
2. Refer to pupils being '**Respectful, Responsible, Ready to learn** in all conversations about behaviour.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use **visible mechanisms** for positive recognition throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are making poor choices.
9. **Display an updated daily visual timetable** in all classrooms, allowing all learners to see what the day holds (there should be no 'surprises' to learners).

Recognition & Rewards for Effort

We recognise and reward learners who go 'over and above' our expectations. These can include Dojo points, postcards home, rewards in assembly, the "always" club and phone calls home. Staff also understand that a quiet word of personal praise can be as effective as a larger, more public reward.

'It is not just what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach.

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Redeemer Way' 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 '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 each term). It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room', 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.

Adaptations

While this curriculum is intended 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 behaviour curriculum.

Curriculum Content

Our Pocket Principles Know that there are three behaviour principles in school known as the pocket principles. These are to

- **be respectful,**
- **be responsible,**
- **be ready to learn.**

Know the following examples of these three principles –

Be Respectful	**Be Responsible**	**Be Ready to Learn**
Say please and thank you Hold doors open for adults Talk kindly to other pupils Say good morning/ afternoon to adults	Completing homework on time Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting still Listening carefully to the teacher Giving the teacher 100% of your attention Working hard on tasks given Being in the right place at the right time

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.

Know that pupils who do not follow the pocket principles and the school rules will have a consequence for this.

Moving Around School

Know that we walk around school using Smart Walking

Know that Fantastic Walking means –

- facing forwards,
- walking at a steady pace,
- on the left in a straight line,
- without talking.

Know that when we move around school we walk on the left of the corridor 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.

In class we use SLANT

S – Sit up straight

L – Look at the teacher

A – All resources down

N – No interruptions

T - Track and turn to the teacher

1– 2 - 3

1 – Stop what you're doing

2 – All resources down

3 – Eyes on me

Completing work in books

Know how to set out work in books according to The Redeemer Presentation Policy (see separate document).

Know that each piece of work needs a date and Learning Objective.

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.

Manners

Know that we are always polite to each other.

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.

Smile - pupils know that they should be positive and upbeat when talking to adults and each other.

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 ask questions such as “How are you today?”, “Have you had a good morning?” “Did you have a good weekend?” or comment on the weather.

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.

Playtime Behaviour

Know that you must walk from your classroom to the playground using ‘Smart Walking’.

Know that you must play safely without hurting anyone.

Know that we do not ‘play fight’ because we may hurt someone by accident.

Know that you must be kind, by including people in your games and sharing equipment.

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 called, you must line up quickly.

Lunchtime

Know where you line up for lunchtime when you are called.

Know that you should use a quiet voice in the dinner hall.

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.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to adults.

Know that ‘good manners’ means saying ‘please’ when you ask for something and ‘thank you’ when you receive it.

Preventing Bullying

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again
- Can be physical, verbal, and emotional
- STOP – several times on purpose

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 The Redeemer.

School Uniform

Our policy on school uniform is based on the notion that school uniform gives the children a sense of belonging to the school community. The school uniform is kept as simple and practical as possible and the colours are yellow polo shirts with grey trousers or skirts and purple cardigans and sweatshirts with our school logo on.

Sweatshirt or cardigan – purple with our school logo
Skirt or pinafore – tailored, grey
Trousers – tailored, grey, long or short
Lemon polo shirt
Socks or tights – plain white or grey
Shoes – black, flat, sensible
School uniform is available from Grays of Blackburn

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 (no smart watches with cameras)

PE

Know that, for PE, pupils must wear -

Purple sports t-shirt – with school logo
Black sports shorts
Black elasticated pumps for inside
Purple kit bag – available from school

End of the day routine

Know that they must not go home until the teacher has checked -

- that the correct adult is picking them up
- that they are walking home

Know that these procedures are put in place to keep all children safe at hometime.

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 responsibly and respectfully.

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).

Our goal is that by following our behaviour curriculum there will be little / no behaviour issues.

However, where incidents do occur –

School Level Support

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Where possible, staff will deal with behaviour. Staff will use the steps in behaviour management for dealing with poor conduct. We also believe behaviour management is a team sport and, as such, additional members of staff may be asked to help in managing certain behaviours.

The Reminder/Caution

- A reminder of the expectations for learners - **Respectful, Responsible, Ready to learn -** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.
- Scripted approaches at this stage are encouraged.

The Time-out

- The learner is asked to speak to the teacher away from others. This may be during lesson, at breaktime and/or lunchtime.
- Boundaries are reset.
- Learner is asked to reflect on their next step.
- Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning/follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- If the step above is unsuccessful, or if a learner refuses to take a time out, then the learner will be asked to leave the room.

SLT/ELT

- If appropriate, a Phase Leader or member of SLT will escort the learner to a workspace outside the teaching room.
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour in a negative way.

Restorative Meeting

- If an internal referral is required, this will be followed by a restorative meeting.
- A restorative conference that takes a 360-degree view of the learner will be convened if poor behaviour continues.
- This meeting will include the class teacher, learner, parent/guardian and a member of the Senior Leadership Team. The meeting will address some or all of the learner's: progress and achievement, learning needs, attitude and behaviour.
- Pupils may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour.

Appropriate Consequences

Appropriate consequences form the core of an effective Behaviour Policy. All staff will follow the agreed process – see appendix 2, 3 and 4 for approaches for the classroom, outside at breaktime and lunchtime and the consequence guidelines.

Permanent and Fixed term Exclusions

A serious breach is an instance that may lead to a permanent or fixed term exclusion

A permanent exclusion will be recommended for pupils who bring to school or use the threat of an offensive weapon, or prohibited item – for example: a knife or blade

All incidents and processes will be thoroughly investigated.

Appropriate advice will be sought from the local authority.

These will all occur prior to any exclusion being made.

For further guidance please see the following DfE documentation –

This includes on pages 14 – 15 potential reasons for exclusions. Please note this is not an exhaustive list – and each action will be looked at on it's own merit

Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

Summary

Know that the Redeemer Way curriculum must be followed at all times.

Know that all pupils follow The Redeemer Way curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

NOTE: We do not have class charters, individual class rules or individual behaviour systems

Behaviour for Excellent Teaching & Learning – one-page summary

- **High quality** behaviour for learning is underpinned by relationships, lesson planning and positive recognition.
- The Code of Conduct - **The Redeemer Way -** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

1. **Meet and greet** at the door.
2. Refer to pupils being '**Ready, Respectful, Responsible**' in all conversations about behaviour.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use **visible mechanisms for positive recognition** throughout the lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are making poor choices.
9. **Display an updated daily visual timetable** in all classrooms.

Steps/Actions

- See Appendix 2 and 3 for the initial steps.
- Verbal warning.
- Time off break times/lunch times – noted down.
- Move from place/outside room – parents/carers informed.
- SLT member intervene – record on CPOMs.
- Internal referral – formal meeting, parents/carers, class teacher, SLT, pupil.

The Redeemer may not be able to offer the education and meet the needs of the pupil.
A **Serious Breach** is an incident that may lead to a fixed term exclusion.

Behaviour & Learning Management

All learners must be given time in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Appendix 1

The Redeemer Way

We listen in order to learn
Easy as 1, 2, 3

1 - Stop what you are doing
2 - Put everything down
3 – Eyes on me

We sit ready to learn - SLANT

S Sit up straight

L Look at the teacher

A All resources down

N No interruptions

T Track and turn to the speaker

We move quietly and calmly around school

Where possible walk on the left.

Smile at people.

Be polite – hold doors, please and thank you, good morning/afternoon.

We enter classrooms calmly and ready to work

Nobody should leave their seat.

No moving around the classroom.

Toilet used at break and dinner.

If you need to leave – hand up and ask for permission.

Outside and in the hall the 'quiet' signal is used

Children raise their hand.

Are silent.

Stop moving.

Wait for an instruction – walk to your door.

Appendix 2

Level One Behaviour (Low level disruption)	Level 1 Consequences
Behaviour that disrupts learning Speaking at inappropriate times Not following classroom rules/routines Not following instructions Not applying effort in work Lack of respect for property and school equipment Using unkind words	a) Verbal warning (public) b) Verbal warning (private) c) Verbal warning (private and recorded in behaviour book– miss 5 minutes of playtime/lunchtime)
Level Two behaviour (Persistent low-level disruption)	Level 2 Consequences (CPOMS)
Behaviour that disrupts learning Speaking at inappropriate times Not following classroom rules/routines Not following instructions Not applying effort in work Lack of respect for property and school equipment Using unkind words	a) Verbal warning with ELT (5minutes) b) Class teacher phones parent c) Class teacher + ELT meet parents
Level Three Behaviour	Level 3 Consequences (CPOMS)
Persistent low-level behaviour Deliberate damaging of property and equipment Deliberate acts of swearing or inappropriate language Threats (verbal and physical, including online) Deliberate defiance of instructions	a) Meeting with SLT b) Child behaviour report c) Class teacher + SLT meet parents
Level Four Behaviour	Level 4 Consequences (CPOMS)
Deliberate discriminatory language/behaviour	a) Internal exclusion b) External agency support c) Fixed term exclusion
Level 5 Behaviour	Level 5 Consequences (CPOMS)
Deliberate discriminatory language/behaviour Pupils who bring to school or use the threat of an offensive weapon, or prohibited item – for example: a knife or blade	a) Permanent exclusion

Emergency or significant incident

There are occasions when this procedure should not be followed in this order. This is when a significant event has occurred. A member of SLT should be informed of the incident immediately by notifying them through an appropriate member.

Clipart by Sarah Pecorino

5 Things to Remember when working with challenging behaviors

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1	**Don't take it personally. It's not about you.**
2	**The behaviors are challenging. The child is not.**
3	**De-escalate first. Problem-solve later.**
4	**Sometimes we might not see it, but there's always a reason.**
5	**Have empathy. Just imagine what the child is going through.**