

All Saints Inter-Church Academy



Behaviour Curriculum

November 2025

Behavior curriculum for All saints Inter-Church Academy

Our Behaviour Curriculum is rooted in our SHINE Values: Service, Hope, Integrity, Nurture, Excellence.

SHINE Values	Examples of Behaviour
Service	Helping others, volunteering, supporting peers.
Hope	Showing resilience, encouraging others, believing in improvement.
Integrity	Being honest, owning mistakes, doing the right thing.
Nurture	Showing kindness, empathy, and care.
Excellence	Striving for best effort, pride in work, setting goals.

At All Saints Inter-Church Academy, we develop children's character through our Behaviour Curriculum. In order to support this, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, kind and always consider others. We believe that as children practice these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. Our curriculum is underpinned by the following principles:

Having clear and concise principles, routines, rewards and consequences that everyone follows;

- Teaching, not telling, children how to behave; ***Children cannot be what they cannot see. (Marian Wright Edelman)***
- 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;
- Adaptive approaches, where needed, for specific children with additional needs
- We do not use bribes to encourage children to conform. When a positive outcome is offered after a task or activity, it is considered a celebration or reward for their effort. However, if the outcome is promised before the task, it may be perceived as a bribe. Now and Next Boards are used to support some children with SEND needs. These are implemented thoughtfully and tailored to meet the individual needs of each child.

Actions	How pupils do it	How adults support it
<p>Entering the classroom at the start of the day</p>	<p>Arrive at school promptly ready for the start of the day 08:30-8.40 arrive at school 08:35 doors open 08:45 register 8.45-learning begins (children will complete morning work as they arrive at school.)</p> <p>Enter the classroom quietly and calmly so others have a pleasant start to the day and everyone can get on with their first activity.</p> <p><u>EYFS/Y1-</u></p> <ul style="list-style-type: none"> • Greet teacher at the classroom door • Enter cloakroom area calmly with low, inf=door voices. • Coat and bag on peg, • Walk through and place packed lunch on trolley. • join peers on carpets • Start morning work <p><u>Y2,3,4,5,6,</u></p> <ul style="list-style-type: none"> • Greet teacher at the classroom door • Enter cloakroom area calmly with low, inf=door voices. • Coat and bag on peg, • Walk through and place packed lunch on trolley. • join peers on carpets/tables • Start morning work-maths or English based 	<ul style="list-style-type: none"> • Teachers will ensure classrooms are tidy and organised with labelled designated places in the classroom for items such as water bottle, reading books, homework. • Be clear about which morning activity children need to complete. • 08:30 member of staff (usually SLT/Business manager) on back and front gate. Teacher at classroom door. Timetable will be in place and teachers rotate. • 08:35 doors open • 08:45 register • 08:50 register closed. Learning begins. <p><u>EYFS/Y1-</u></p> <ul style="list-style-type: none"> • Teacher to greet pupils at classroom door and monitor cloakroom area. • TAs to stand inside classroom and monitor pupils, carrying out self-register, putting packed lunch on trolley and supporting pupils on the carpet. <p><u>Y2,3,4,5,6</u></p> <ul style="list-style-type: none"> • Teachers stand at their classroom door/gate and where possible, actively monitor both the cloakroom and the classroom. • TAs actively monitor behaviour in cloakroom ensuring calm beginning to the school day. Help to identify where an adapted start to the day may be needed.
<p>Learning in class</p>	<p>S – Sit smart H – Hands still, eyes looking I – I ask and answer N – Notice kindness (Be kind and careful with people and things) E – Everyone joins in</p>	<p>Ensure photocopying and resources are ready before the start of the lesson.</p> <p><u>Cultural Procedures</u></p> <ul style="list-style-type: none"> • Hand up where appropriate. Consider who to cold call and how this impacts on learning. • Least invasive intervention- <ol style="list-style-type: none"> 1. Non-verbal reminders 2. key verbal reminders 3. Private individual correction. • Confident voice reinforces clear consistent expectations in a calm but confident way. 3. Economy of language- calm, purposeful presence. <p><u>Academic Procedures</u></p> <ul style="list-style-type: none"> • Cold Calling- no hands up where appropriate

		<ul style="list-style-type: none"> • Show call- be strategic with work you show, build a culture where pupils want their work shown, help pupils analyse each other’s work respectfully. Children should not mark each others test papers. • Knowledge building tools- <ol style="list-style-type: none"> 1. Knowledge organisers 2. Retrieval practice 3. • Plan for error- Plan for Error is the process of anticipating pupil misunderstandings and determining how you will respond to them in the moment <ul style="list-style-type: none"> • Stretch it – respond to correct answers with more challenging questions • Exit tickets- short, formative assessment that you can use to evaluate your pupils' success <p><u>This will begin from Little Saints but will be adapted to age and stage.</u></p>
Speaking in class	<p>Know that we ‘SHAPE our answer’ to help us to speak clearly in class</p> <p>Know that this stands for -</p> <ul style="list-style-type: none"> ● Sentences - pupils know that they must answer in full sentences when appropriate. ● Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking. ● Articulate- Pupils should attempt to pronounce words clearly. ● Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear. ● Eye Contact - Pupils know that it is polite to look at the person you are speaking to. 	<p>The expectation is that all of our pupils speak in full sentences throughout the day. Of course, some pupils may need scaffolding to support this. So we use a combination of non-verbal cues and my turn your turn to support and remind pupils to develop their oracy skills.</p> <ul style="list-style-type: none"> • Non-verbal cue- pinch fingers of both hands and bring them together. Pull them apart as if stretching something. • Adult may use a sentence starter as a prompt • Adult may use my turn your turn to model the sentence and ask the pupil to repeat and recast response. <p><u>Adults will be aware of sp and language difficulties and follow guidance as per SALT advice.</u></p>
Lining up in class	<p>Pupils line up single file or in pairs. Pupils face forwards ready walking</p> <p>Pupils are calm and quiet as they leave the classroom, enter the classroom.</p>	<p>Alert pupils to line up and give a reminder of what expectation is. Rehearse and practice until children understand what to do.</p> <ul style="list-style-type: none"> • Ask children to line up in small groups. (table by table or row by row) • Teacher lead class to destination. • Adult will not just lead from front. • Teacher to stop if children are not staying together and big gaps in the line develop. • As Teacher leads, look back to ensure children are following expectation. • If TA present- monitor from back of line • Expect 100% and practice.
Moving round the school.	<p>Know that calm walking means:</p> <ul style="list-style-type: none"> • Facing forwards 	<p>Teacher to lead class out to destination</p>

	<ul style="list-style-type: none"> • single file or in pairs • Walking at a steady pace- no running • straight line • Without talking. 	<ul style="list-style-type: none"> • Stand and monitor in corridor ensuring expected behaviour • If TA present – TA to follow up behaviour at rear • Expect 100% • Praise calm, quiet walking, • Give specific feedback at point of error. • Insist on pupil recast. • “For calm walking, you need your voices to be quiet and walking feet. Go to the door and start again showing me calm walking.”
Going to the toilet in class	<p>Try to go to the toilet before school and at breaks so you do not miss valuable learning. If you need to go in class time, where possible, this will be allowed after whole class teach during independent practice.</p> <ul style="list-style-type: none"> • Hand up and ask permission calm walking • Go, Flush, Wash hands leave the bathroom just as you found it • Calm walking. Return straight to class. • Report any toilet issues to an adult. 	<p>EYFS - Ensure pupils ask permission before using the classroom toilet so you know where they are. Y1-6 - Ensure pupils ask permission before using the classroom toilet so you know where they are. One pupil at a time. Reminder for behaviour expectation. Monitor toilet environment.</p> <ul style="list-style-type: none"> • In case of emergency be aware of which pupil is using the toilets at any one time.
Manners	<p>Know that we are always polite to each other. Know that this stands for-</p> <ul style="list-style-type: none"> • Treat adults and friends with care and respect. • 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 this action can impact positively on other people, 	<ul style="list-style-type: none"> • All adults always model to politeness. • Praise ‘SHINE Manners.’ • Adult may use ‘My turn, your turn’ to model the manner and ask the pupil to repeat and recast response. • Expect 100% • Model this behaviour through own actions.
Entering and exiting collective worship	<ul style="list-style-type: none"> • Pupils enter using CALM Walking • Walk to their row • Sit down in silence, legs crossed hands in lap. Pupils wait in silence. • Pupils will stand for singing when they hear the music. • Year 6 ‘techie’s’ will support the adult leading collective worship by ensuring they enter and leave collective worship respectfully. Benches and chairs will be out ready for classes entering, Music will be playing as children enter. 	<p>Teacher leading collective Worship will be ready at the front of the hall before classes enter Praise positive entry- “Well done for coming in silently, ready to reflect.” Wait for 100% Begin collective worship with a greeting, call and response. Dismiss each class with call. ‘Peace be with you Year...’ Expect class to reply ‘and also with you.’ Model and recast at break time where necessary.</p>

	<p>They will wait until all children have left the hall before beginning to clear away.</p> <p>Classes will leave a row at a time, walking calmly and silently back to their classrooms.</p> <p>Greeting and Response – children will engage in this.</p>	
Lunchtime	<p>Line up</p> <ul style="list-style-type: none"> •Collect coat •EYFS, Y1 – led straight to hall- calm Walking •Y2, Y3,4,5,6 led outside •Do not re-enter building •When entering school building from outside- enter school building near caretaker’s cupboard, walk around the courtyard (not library) and into the hall. Enter calmly will indoor voices. •Calm walking at all times •say please and thank you when collecting food •Walk to seat place food on table Tray on floor under chair •Take off coat and place on back of chair •Use table manners, pick up any dropped food. •Say please and thank you when asking for help from Middays •Use cleaning station •Collect coat •Leave through door to the left at the front of the hall. 	<p>Teachers/TAs</p> <ul style="list-style-type: none"> • Lunch prayer in class • Send table one at a time to line up. • Reminders for calm behaviour • EYFS and YR1 Teachers to lead classes into the hall. <p>YR2 2,3,4,5,6 teachers to lead children onto the playground.</p> <ul style="list-style-type: none"> • Teacher who is responsible for lunch monitors, to ensure lunch trolleys are in hall • EYFS/Y1/Y2 teachers to lead class into hall • Y3.4.5.6 teachers to lead class onto playground. • Ensure that supervisors are in place before leaving children. <p>Communicating lunch time for each class.</p> <p>Adult will ring bell, hold up class sign. Children will make their way to adult and line up and wait until they are asked to lead into the hall.</p> <p>When adults are collecting children at the end of lunchtime, ensure children are lining up in one single file line. Lead class into classroom. Teacher lead class to destination. Adult will not just lead from front. Teacher to stop if children are not staying together and big gaps in the line develop. As Teacher leads, look back to ensure children are following expectation.</p>
Playtime	<p>Pupils to be safe, trustworthy and respectful</p> <p>They will respond when an adult gives an instruction which helps them to stay safe.</p> <p>Pupils will use racist or homophobic language at any point in the school day, including unstructured times.</p> <p>Pupils will line up immediately once their playtime has ended.</p> <p>Pupils play in the areas where they can be safe and seen (not behind</p>	<p>Playground Supervisors</p> <ul style="list-style-type: none"> •Adults should base themselves spread out, in full visibility wearing hi-vis jacket. • Model positive play • Praise positive behaviour’ • Adults should notice, privately feedback, intervene and support whenever appropriate or required. • All adults always model STEPS to politeness • Ensure First aid treatments are immediately logged <p>Playtime if on playground One whistle- children stop and freeze Whistle two- children walk to line,</p> <p>Playtime if on the field.</p>

	<p>the trees in the forest school area, behind Year 6 area.)</p> <p>Pupils may use the school footballs but not bring their own into school.</p>	<p>One whistle to make children aware playtime has ended. Second whistle for children to line up.</p> <p>When adults are collecting children at the end of lunchtime, ensure children are lining up in one single file line. Lead class into classroom. Teacher lead class to destination. Adult will not just lead from front. Teacher to stop if children are not staying together and big gaps in the line develop. As Teacher leads, look back to ensure children are following expectation.</p>
	<p>Pupils wait to be called, line up row by row, table by table, group by group. EYFS, Year 1, Year 2</p> <ul style="list-style-type: none"> • Collect belongings • Return to classroom line up at the door or sit at their tables or on the carpet. • When all children have collected belongings, children will line up ready to be handed over to parent. • Pupils attending clubs to wait on the carpet until children have been dismissed from the classroom. Adult supervising for EYFS and KS1, YR 3,4 to walk children to their group. 	<p>Office staff to inform class teacher if change to end of day arrangements. Office staff to be aware that teachers will not be checking emails during teaching time in the afternoon- a message should be given directly to class teacher.</p> <ul style="list-style-type: none"> • Teachers stand at their classroom door so they can actively monitor both the cloakroom and the classroom. • TAs actively monitor behaviour in cloakroom ensuring 100% • Teacher to release pupils to adults one at a time. Year 6 pupils who have permission can walk to adult without handover. <ul style="list-style-type: none"> • Eyes on adult before releasing pupils. • Follow the children not collected at end of day protocol if necessary.