



St Michael's
C.E. Primary School

The St Michael's Way: Behaviour Curriculum



"Courage to Flourish in the Love of God"

1. What is a behaviour curriculum?

At St Michael's, behaviour is taught as a curriculum: pupils are explicitly taught the behaviours, routines and habits that help everyone to learn, feel safe and live well together. Our behaviour curriculum is called **The St Michael's Way**. It defines what successful behaviour looks like, gives pupils opportunities to practise it, and builds consistent routines across Nursery to Year 6.

The curriculum supports pupils' character and Christian development. We want pupils to grow into adults who are polite, respectful, grateful, responsible and considerate of others.

Expectations are therefore not left to chance: they are taught, modelled, practised, noticed and revisited until they become secure habits.

Our three school rules

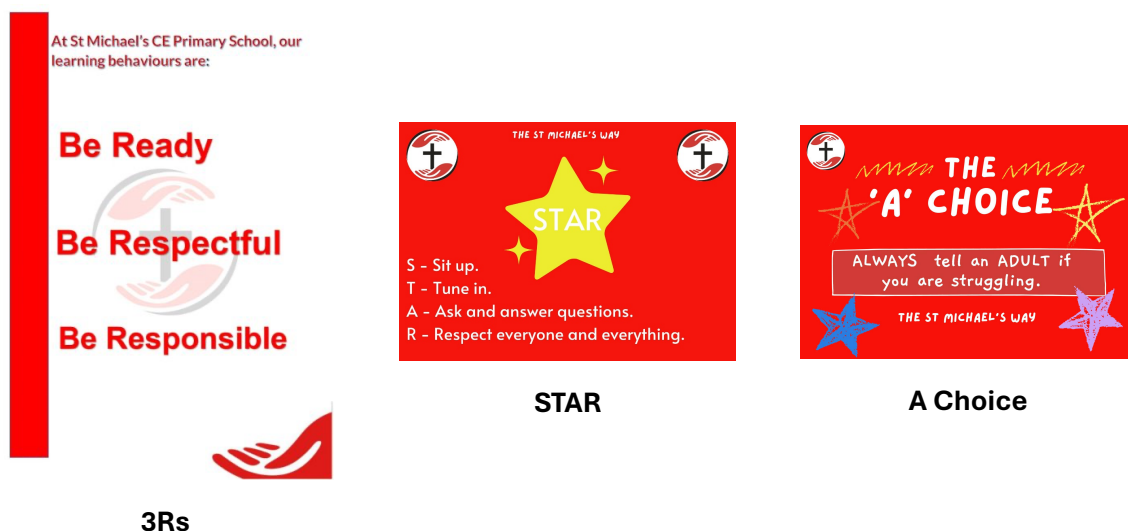
Be Ready • Be Respectful • Be Responsible

Why we teach behaviour explicitly

- To create a calm, safe, orderly and respectful environment in which pupils can learn successfully.
- To make expectations clear and predictable for every pupil, in every classroom and every part of school.
- To reduce ambiguity by giving pupils a shared language for behaviour and learning.
- To develop positive habits, self-discipline, independence, courtesy and responsibility.
- To ensure adults respond consistently, calmly and fairly while maintaining strong relationships.
- To support pupils who need additional teaching, rehearsal or reasonable adaptations in order to succeed.

How this fits with our wider approach

The behaviour curriculum works alongside the school's Positive Relationships and Behaviour Policy. The curriculum teaches pupils what to do; the policy explains how adults recognise positive behaviour, respond when expectations are not met, provide additional support, and communicate with families. The common thread is consistency, dignity, relationships and high expectations for all.



2. How the behaviour curriculum is taught

The St Michael's Way is taught explicitly across all year groups, including the Early Years. Staff use the same principles used for academic curriculum content: clear explanation, modelling, checking understanding, guided practice, deliberate rehearsal and regular retrieval.

The weekly cycle

Monday – explicit lesson	A focused 15-minute behaviour lesson. Staff revisit the previous focus, introduce or reteach the new focus, model it clearly and give pupils time to practise.
Throughout the week	Adults deliberately refer back to the weekly focus in lessons, transitions, corridors, lunch, playtimes and collective worship. Expectations are noticed and praised in the moment.
Daily routines	The language and routines of The St Michael's Way are used continuously, not only during the weekly lesson. Adults model the expected behaviour and correct calmly and consistently.
Revisit and retrieve	Previously taught routines are revisited so that pupils can recall what is expected and apply it independently in different contexts.

Curriculum rhythm across the year

The curriculum is deliberately cyclical. Core content is taught explicitly in Autumn 1, Spring 1 and Summer 1. In the alternating half terms, it is revisited and consolidated through class practice, collective worship and everyday routines. This repeated cycle helps pupils retain the expectations and apply them with increasing independence.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching	Revisit & consolidate	Explicit teaching	Revisit & consolidate	Explicit teaching	Revisit & consolidate

Weekly teaching sequence: what is taught, why and how

The sequence below is taught in this order during Autumn 1, Spring 1 and Summer 1. Each Monday, staff teach the focus explicitly for approximately 15 minutes, beginning with retrieval of the previous focus. The same focus is then reinforced throughout the week. When a focus is revisited later in the year, staff select a different practice activity so pupils retrieve and apply the same core knowledge in a new context.

Teaching principle: Explain it clearly → model it → practise it → notice it → refer back to it in real situations.

Week / focus	Why and how it is taught
Week 1 WOW Walking – movement around school	Why • To create a calm environment with positive behaviour and conduct from all pupils. • To establish high expectations for movement around school that are followed consistently by all pupils. • To keep pupils safe, reduce the risk of injuries and prevent behaviour from declining during transitions. • To help maintain a calm and focused school environment. How • Stand and walk in a straight line. • Keep hands by your sides. • Walk in silence. • Face forward and look where you are going. • Keep to the left. • Smile when you meet someone. • Adults explicitly model and pupils practise moving from seats to the line, to and from the playground, along corridors, past other classes and to/from the hall.
Week 2 STAR Behaviour – tuning in and listening	Why • To develop positive behaviour for learning and help pupils tune in effectively during lessons. • To ensure pupils can listen to one another, show respect and participate successfully in learning. • To establish clear, consistent expectations for attentive listening across classrooms. How • Teach STAR explicitly: Sit up; Tune in; Ask and answer questions; Respect everyone and everything. • Teach attentive posture, focused attention, minimal distractions, turn-taking and not interrupting. • Model and practise active listening through pair/share, role-play, listening games, barrier games and discussion. • Refer to STAR during lessons, group work and partner talk, and praise pupils who demonstrate it.
Week 3 Marvellous Manners – speaking to adults	Why • To develop respectful and courteous interactions with adults. • To create a positive classroom culture in which respect and good manners are valued and reinforced. • To help pupils understand how words, tone and body language contribute to positive relationships. How • Teach polite greetings, appropriate forms of address, waiting for a turn, speaking clearly at an appropriate volume and using polite language. • Teach pupils to listen actively, use “please”, “thank you” and “excuse me” appropriately, and apologise where necessary. • Model expectations, use role-play and discussion, and give specific positive feedback when pupils demonstrate good manners. • Apply reasonable adaptations sensitively, including where eye contact is uncomfortable or inappropriate for an individual pupil.
Week 4	Why

Week / focus	Why and how it is taught
Marvellous Manners – speaking to peers	- To foster a positive and respectful classroom environment. - To develop the social skills pupils need to communicate, collaborate and resolve difficulties appropriately. - To reinforce what it means to be ready, respectful and responsible when interacting with others. How - Teach active listening, polite language, respectful tone, empathy, turn-taking, inclusion and respect for personal space. - Teach pupils to avoid interrupting and negative language, acknowledge differences and resolve conflicts peacefully. - Use role-play, compliment circles, collaborative activities, discussion and structured debate to practise respectful communication. - Praise respectful peer interactions and use restorative conversations when language or interactions fall below expectations.
Week 5 Marvellous Manners – lunch hall	Why - To develop pupils’ social and behavioural skills at lunchtime. - To create a calm, orderly and respectful dining environment. - To ensure high expectations are followed consistently beyond the classroom and reduce opportunities for behaviour to decline. How - Teach pupils to say “please” and “thank you”, show respect to staff and peers, use cutlery correctly and use an appropriate talking volume. - Model good table manners and explicitly teach routines for entering, queuing, eating, clearing away and leaving the hall. - Practise routines in the lunch hall and use role-play/discussion to explore appropriate behaviour and table etiquette. - Use visual reminders and reinforce Marvellous Manners throughout lunchtime.
Week 6 The “A” Choice – always tell an adult if you are struggling	Why - To ensure pupils know how to seek help and stay safe. - To prevent worries or difficulties from escalating. - To ensure pupils do not go home carrying worries that an adult could have helped them to resolve. How - Teach pupils which trusted adults they can speak to and, in an age-appropriate way, who the DSLs are. - Teach when it is appropriate to walk away from a situation and seek adult help. - Practise strategies for pausing and thinking before making an unsafe or unhelpful choice. - Use scenarios, trusted-adult activities and discussion to identify when making the “A” Choice is the safest and most responsible action.
Week 7 Voice Levels – using the right volume	Why - To develop positive learning behaviours in and out of the classroom. - To maintain a calm school environment in which pupils can learn and communicate successfully. How - Explicitly teach the different voice levels and when each is appropriate: 0 No Talking, 1 Whisper, 2 Partner Talk, 3 Strong Voice, 4 Outside Voice. - Teachers identify the expected voice level for activities and refer to the visual prompt.

Week / focus	Why and how it is taught
	- Pupils practise selecting and using appropriate voice levels in classrooms, the dining hall and other areas of school. - Discuss the effect excessive noise can have on learning, concentration and others.
Week 8 Outside Behaviour – playtimes and outdoor spaces	Why - To develop positive behaviour beyond the classroom and keep the school environment calm and safe. - To teach pupils which games and behaviours are safe and appropriate outside. - To reinforce readiness, respect and responsibility during less-structured parts of the day. How - Use WOW Walking when moving to and from the playground. - Play safely and do not play-fight. - Be kind, include others and share equipment. - Respond to the whistle by freezing and then walking sensibly to the line. - Model appropriate games, discuss rules and how to lose respectfully, practise lining up quickly and quietly, and teach pupils to use and tidy outdoor resources correctly.

Revisit and consolidation half terms: During Autumn 2, Spring 2 and Summer 2, staff continue to revisit these routines through class practice, collective worship, transitions and day-to-day reminders, responding to any emerging whole-school or cohort needs.

A consistent teaching method

IDENTIFY	TEACH	MODEL	PRACTISE	NOTICE	CREATE
----------	-------	-------	----------	--------	--------

Adults identify the behaviour expected, explicitly teach it, model it, provide opportunities to practise, notice excellent behaviour and create the conditions in which pupils can be successful.

3. What pupils are taught: the core routines

The weekly planning breaks the curriculum into concrete, teachable routines. These routines are applied consistently across the school and adapted appropriately for age and need.

WOW Walking <i>Movement around school</i> Stand in a straight line; hands by sides; walk in silence; face forward and look where you are going; keep to the left; smile when you meet someone. Pupils practise corridor movement, lining up and transitions.	
--	--

STAR Behaviour

Positive behaviour for learning

Pupils learn how to tune in, listen, participate and show respect so that everyone can learn without distraction. A raised hand is used as a silent attention signal.



Marvellous Manners

Speaking to adults and peers

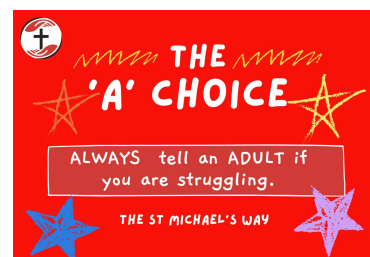
Polite greetings, please and thank you, waiting a turn, respectful language and tone, active listening, personal space, empathy and peaceful conflict resolution are explicitly taught and rehearsed.



The "A" Choice

Seeking help before difficulties escalate

Pupils are taught to tell an adult when they are struggling, know trusted adults they can approach, recognise when to walk away and seek help, and think before making an unsafe or unhelpful choice.



Voice Levels

Using the right volume for the context

Pupils learn the school's voice levels and practise choosing the appropriate level for independent work, partner talk, group work, the dining hall and outside.



Outside and lunchtime behaviour

Safe, respectful social behaviour

Pupils practise safe games, inclusion, sharing, respectful responses when winning or losing, lining up promptly, using equipment correctly, appropriate table manners and calm movement to and from play and lunch.

Other routines taught through The St Michael's Way

- Arriving at school and starting the morning task calmly.
- Transitioning within and between lessons.
- General classroom routines and readiness for learning.
- Looking after equipment and the learning environment.
- Presentation and routines for completing work.
- End-of-day routines and safe dismissal.

4. How the curriculum is reinforced all day, every day

The behaviour curriculum is effective because it is not a standalone weekly lesson. Staff use a common language, common routines and common visual cues throughout school. This makes expectations predictable for pupils and supports consistent adult practice.

What adults do

- Model the behaviours and relationships they expect from pupils.
- Use the language of Be Ready, Be Respectful and Be Responsible when giving reminders or feedback.
- Use calm, professional language and correct behaviour rather than labelling the child.
- Reinforce WOW Walking, STAR Behaviour, Marvellous Manners, Voice Levels and the "A" Choice in context.
- Catch pupils doing the right thing and give specific, sincere praise.
- Follow up behaviour consistently, while giving pupils time and support to reset and make a positive choice.
- Maintain ownership of behaviour wherever possible rather than routinely passing it to another adult.
- Connect before correcting, and use restorative or emotion-coaching approaches where appropriate.

Recognition and consequences

Positive behaviour is noticed and recognised through verbal and non-verbal praise, team points, positive contact with families, praise postcards, weekly Celebration Worship, half-termly Headteacher Awards and other whole-school recognition. When expectations are not met, staff use the stepped approach set out in the Positive Relationships and Behaviour Policy so that responses are calm, predictable, proportionate and fair.

Key principle

The behaviour curriculum teaches the expected behaviour first. Consequences do not replace teaching: pupils are reminded, retaught and supported to make a better choice, while serious or unsafe behaviour is addressed appropriately through the policy.

Whole-school consistency

All classes use the same three school rules and the same core routines. We do not create separate class behaviour systems that compete with The St Michael's Way. This ensures that pupils encounter the same expectations with different adults, in different subjects and in different areas of school.

5. Inclusion and reasonable adaptations

The curriculum is for all pupils, but equality does not mean identical provision. Expectations are taught in an age-appropriate way and reasonable adaptations are made for pupils with SEND, communication needs, sensory needs, social-emotional needs or agreed Behaviour Support Plans.

- Adults consider the individual pupil's needs when teaching, prompting and interpreting behaviour.
- A routine may need more modelling, visual support, pre-teaching, rehearsal, simplified language or additional processing time.
- Expectations such as eye contact are applied sensitively where they may be uncomfortable or inappropriate for an individual pupil.
- Pupils may receive targeted pastoral, ELSA, social-skills or other additional support where required.
- Reasonable adaptations support pupils to access the same shared culture; they do not remove the school's ambition for every pupil to learn positive habits.

High expectations with appropriate support

Leaders and staff distinguish between the shared behaviour expectations for the school community and the individual support a pupil may need in order to meet them.

6. Leadership, monitoring and impact

Leaders are responsible for ensuring that The St Michael's Way is understood, taught and implemented consistently. Monitoring therefore looks at both pupil behaviour and adult practice.

How leaders check implementation

- Learning walks and day-to-day visibility in classrooms, corridors, transitions, playtimes and lunchtimes.
- Checking that weekly behaviour lessons are taught and that the focus is reinforced across the week.
- Pupil voice: whether pupils can explain the school rules and routines, why they matter and what they should do in common situations.

- Staff discussion, coaching and training to maintain consistent language and expectations.
- Review of serious behaviour incidents recorded on CPOMS and patterns by pupil, group, location or time.
- Review of Behaviour Support Plans, report cards and targeted interventions for pupils requiring additional support.
- Feedback from parents, staff and governors, alongside wider evidence about safety, relationships and attitudes to learning.
- Reporting to governors on the effectiveness of the behaviour policy and the support in place for pupils.

What successful implementation should look like

Pupils know	Pupils can recall the 3Rs and core routines, explain what they mean and identify the expected behaviour in different contexts.
Pupils do	Pupils increasingly apply routines automatically and independently, including when moving around school and during learning.
Adults do	Adults use consistent language, model expectations, reinforce the curriculum and respond calmly and predictably.
School feels	Classrooms and shared spaces are calm, safe, respectful and purposeful, with disruption addressed promptly.
Support is targeted	Leaders identify pupils or contexts needing additional support and adapt provision without lowering ambition.

Impact is evaluated, not assumed

Leaders consider a range of evidence over time. Where monitoring identifies inconsistency, a recurring behaviour issue or a pupil who is not yet successful, leaders respond through reteaching, staff support, environmental changes, targeted intervention or reasonable adaptation.

7. Working with families

Families are important partners in maintaining strong behaviour. Parents and carers are encouraged to understand and support the three school rules and The St Michael's Way, celebrate positive behaviour, raise concerns promptly and work collaboratively with school where additional support or consequences are needed.

The St Michael's Way

We teach behaviour explicitly, practise it repeatedly, reinforce it consistently and adapt support where needed so that every pupil can learn in a calm, safe, respectful and ambitious school community.