



Conduct Curriculum

“All good teaching and learning is underpinned by strong behaviour routines.”

October 2025

Class Routines & Expectations

ROUTINES	
What we do	Why we do it
Attendance and punctuality: Entering School <ul style="list-style-type: none"> We come to school every day and on time We greet all adults by saying "Good morning" or "Hello" We line up on the playground when the whistle blows We hang up our coats/bags quietly and line up at our classroom door We greet our teacher by saying "Good Morning" or "Hello" We complete our "Do Now" task independently 	<p>Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back</p>
Walking through school: <ul style="list-style-type: none"> When walking through school as a class, we walk in a straight line in silence, with a Teacher at the front We clasp our hands We remember to say 'excuse me', 'please' and 'thank you' using BSL We greet visitors and adults by looking and saying 'Good morning / Good afternoon' using BSL We only visit the toilet if we have a Toilet Pass Band 	<ul style="list-style-type: none"> Our school is a calm environment We do not disrupt learning in classrooms Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Sitting in class: <ul style="list-style-type: none"> We sit with our chairs tucked under the table When we are working, we sit up straight When we are on the carpet, we cross our legs and face the front 	<ul style="list-style-type: none"> It shows us, our peers and our teachers that we are focused and learning We look successful Good posture leads to good handwriting
Handing out resources: <ul style="list-style-type: none"> Allocated child/children hand out the resources 	<ul style="list-style-type: none"> Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back
Presentation in books: <ul style="list-style-type: none"> See presentation sheet 	<ul style="list-style-type: none"> We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time Our books tell a story about how successful we are An untidy book sends a message that we do not care about learning
Respect for resources: <ul style="list-style-type: none"> We tidy up after ourselves We never vandalise school property or anyone 	<ul style="list-style-type: none"> We are considerate to other children and our cleaners

else's property <ul style="list-style-type: none"> We keep our pencils sharp, whiteboard pen lids on and our glue lids on 	<ul style="list-style-type: none"> We need to be able to start learning as soon as we enter the classroom
At the end of a lesson: <ul style="list-style-type: none"> We leave the classroom tidy by putting away our resources We tuck our chairs under our desks 	<ul style="list-style-type: none"> When we return, we need to be ready to learn immediately
Outside school: <ul style="list-style-type: none"> We behave responsibly outside of school. 	<ul style="list-style-type: none"> We are creating an image of ourselves that we want to be positive We are representing the school

LEARNING BEHAVIOURS

What we do	Why we do it
Learning at our school: <ul style="list-style-type: none"> We work hard We listen to the person who is talking. We use Talking Thumbs to ask or answer questions. 	<ul style="list-style-type: none"> We can see what we do not know and focus on what we need to learn. Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners
Reading: <ul style="list-style-type: none"> At home At school 	<ul style="list-style-type: none"> With practice we will improve our decoding and fluency Reading a variety of books improves our writing, vocabulary and general knowledge
Homework: Weekly homework is Reading Daily & Times Table Practice (TTRockstars) <ul style="list-style-type: none"> We complete it fully and to a high standard. If we struggled on a piece of homework, we can speak to our teacher 	<ul style="list-style-type: none"> Homework allows us to consolidate what we have learnt and commit it to long-term memory We work hard and complete the task fully to make it purposeful

UNIFORM

What we do	Why we do it
Uniform: <ul style="list-style-type: none"> Black or Grey skirt trousers or shorts Black, Grey or Red checked dress Polo shirt Red School Sweatshirt or cardigan with or without logo (Year 6 Black) Footwear - black school shoes (no trainers) Smartness and high standards of appearance are expected at all times No jewellery except one small pair of stud earrings Earrings must be removed for P.E. Long hair tied back No nail varnish No make up 	<ul style="list-style-type: none"> We look smart We have the correct mindset to learn

<ul style="list-style-type: none"> No head scarves unless for religious reasons One watch can be worn (not Smartwatch) 	
PE uniform (to be brought on PE days): <ul style="list-style-type: none"> Plimsolls or trainers Black coloured shorts or tracksuit bottoms Black T-shirt Black tracksuit top 	<ul style="list-style-type: none"> We look smart We have the correct mindset to learn
PE	
What we do	Why we do it
Outdoor PE: <ul style="list-style-type: none"> When we get to the playground, we stand in a circle in silence 	<ul style="list-style-type: none"> We are able to track the speaker We do not miss any learning time
Indoor PE: <ul style="list-style-type: none"> When we get to the hall, we take our shoes and socks off, line them up against the wall in the order of our line We sit in a space in silence 	<ul style="list-style-type: none"> We are able to track the speaker We do not miss any learning time If we stay in a line, it is easier to find our shoes at the end of the lesson
Learning in PE: <ul style="list-style-type: none"> We work hard We listen to the person who is talking. We use Talking Thumbs to ask / answer questions. 	<ul style="list-style-type: none"> We can see what we don't know and focus on what we need to learn. Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners
Responding to the whistle: <ul style="list-style-type: none"> When the whistle is blown once, we stop what we are doing, put our equipment on the floor and wait for adult instruction 	<ul style="list-style-type: none"> Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Resources: <ul style="list-style-type: none"> We take care of equipment We are responsible for our own belongings (e.g. water-bottles) 	<ul style="list-style-type: none"> The equipment belongs to the school and is expensive to replace We need to look after things so that future year groups get the pleasure of using them
PLAYGROUND	
What we do	Why we do it
Playing: <ul style="list-style-type: none"> We do not kick, push, or grab other people when we are playing We walk away or alert an adult if an argument arises Adults on playground duty will teach us games We only use kind words when we are playing We stop and respond to the Team Stop (Hand raised) signal as soon as we see it We only go indoors if we ask the Adult First Aider for a Toilet Pass Band 	<ul style="list-style-type: none"> We do not want to hurt anyone else

<ul style="list-style-type: none"> We are responsible for our own belongings (e.g. water-bottles) and take them out ourselves at break/lunchtimes (KS2) 	
Lining up: <ul style="list-style-type: none"> When the whistle is blown we stand still. We finish our games immediately. Reception and Year 6 line up first. When the next whistle is blown we walk to line up, ready to go in. We line up quietly in Register Order. The Senior member of staff will direct which line will go in first. When we arrive in the classroom we follow our classroom routines. 	<ul style="list-style-type: none"> We go back to our classrooms sensibly so we do not miss any learning time.
END OF THE DAY	
What we do	Why we do it
<ul style="list-style-type: none"> We collect our belongings in silence from our pegs We line up and stay with our Teacher. We only walk to our adult when we are told to do so by our teacher. Reception leave through the EYFS garden Year 1 leave through the KS1 door Year 2 leave through their classroom door Year 3 leave through the KS2 door Year 5 leave through the Breakfast Room door Year 4 & 6 leave through the Library door Year 5 & 6 pupils who have permission to walk home alone will be dismissed first by their teacher 	



Stanground St John's Staged Behaviour Response Policy 2024-2025

Following Conduct Curriculum	0
a. Verbal Warning. b. Name on board. c. Name underlined - 5 minutes at Consequence Club	1
Lose Break and Lunchtime (Consequence Club) (with work/reflection task) Parents informed by Stage 4 Letter. CPOMS Log <i>If Stage 4 has been reached x 3 over half a term, meeting with parents and Phase Leader.</i>	2
Internal Exclusion (Half day) (Parents informed by Class Teacher) Suspension (Parents informed by Headteacher or SLT; Parents contacted immediately to remove child from school; Meeting with parents to plan for safe re-integration) Permanent Exclusion (Parents informed by Headteacher) CPOMS Log	3

FOLLOWING CONDUCT CURRICULUM		
INAPPROPRIATE BEHAVIOURS	RESPONSE	SPECIFIC RESPONSE
CONSEQUENCE CLUB (5 minutes)		
First time a rule or expectation is broken	1	
Breaking school dress code including jewellery	1	Confiscate for the day, if appropriate
Not sitting properly on chair	1	Stand up instead after the 3rd warning
Not sharing or snatching	1	
Talking when others are talking	1	
Invading personal space	1	Line up at the front of lines etc
Pushing or running in line	1	If group, make all line up again
Laughing at someone else's learning	1	Make the child aware of the impact and apologise
Shouting indoors	1	
Name calling or teasing	1	Make the child aware of the impact and apologise
Refusal to complete tasks or work	1	Complete work at lunchtime or as homework
Lying	1	
Throwing small items	1	Escalate quickly depending on situation and severity
Encouraging misbehaviour in others	1	
Swearing or offensive gestures		Depending on age & level of understanding. Inappropriateness explained.
LOSE BREAK AND LUNCHTIME (PARENT LETTER)		
Being deliberately rude or disrespectful	2	Eg. huffing, shrugging, rolling eyes inappropriate voice, answering back
In possession of mobile phone or device	2	Confiscate and require adult to collect
Stealing or hiding others' possessions	2	
Vandalism or damaging equipment with intent	2	e.g. Rulers, equipment, graffiti. Pupil put right & parents meet replacement cost
Deliberate, rough, dangerous or inappropriate play	2	Escalate quickly depending on situation and severity
INTERNAL EXCLUSION, SUSPENSION OR PERMANENT EXCLUSION		
Inappropriate touching (others or exposing self)	3	
Violence or aggression (Deliberately hurting another child e.g. kicking, punching, pinching, biting)	3	
Bullying: physical, excluding others, verbal, online, prejudice related	3	Bullying policy
Prejudice related comment or language (including deliberate racial or homophobic language).	3	
Possessing a weapon in school (e.g. knife)	3	Confiscate & return to parents; Inform Police if necessary
Throwing large items eg. chairs (with intent to harm)	3	
Attacking member of staff	3	
Extreme or persistent anti-social behaviour, including physical violence	3	
Defiant behaviour or refusal which puts themselves or others in imminent danger.	3	



Dear Parents and Carers,

Stanground St John's Conduct Curriculum & Consequences 2025-26

Welcome to a new school year! As a school, we are committed to protecting every child's right to learn and enjoy school in a safe environment. We do this by providing clear boundaries, expectations and consequences for all children. We apply these calmly, fairly and consistently.

You will find a link to a copy of our school Conduct Curriculum and Consequences [here](#) and our Trust Behaviour Policy [here](#) on our school website.

Our Conduct Curriculum is taught, discussed and role-played with children in detail in lessons, Collective Worship and at breaktimes.

You will see that a Stage 2 consequence involves letting you know by letter and a sample is attached. If your child brings this note home, please sign and return it with your child the following day to their Class Teacher so we know they have passed it on to you. If we do not receive this, their Teacher will call you directly to check that it has been passed on.

This means that all direct communication from teachers with you at the end of the day will be positive. However, if you do receive a note and would like to discuss your child's behaviour with their class teacher, please contact them via Tapestry or the School office to arrange a convenient time to discuss.

If a pupil receives a Stage 3 consequence then you will be telephoned the same day by a member of staff.

If you have any questions about it, please do contact me via the school office and I will be happy to discuss further.

Please sign, detach and return the slip below. Thank you in advance for your support.

Mr Steenkamp



Stanground St John's Conduct Curriculum & Consequences 2025-2026.

Please sign this slip, detach it and return to your class teacher by xxx.

I have read and understood the Stanground St John's Conduct Curriculum & Consequences.

Signed

(Parent/Guardian)

..... (Pupil)

(Date)

Stanground St John's Primary School: Stage 2 Consequence Letter

Date: _____

Dear Parents/Guardians,

I am writing to let you know that _____ received a Stage 2 consequence today for:

Deliberate, rough, dangerous or inappropriate play	
In possession of mobile phone or device	
Stealing or hiding others' possessions	
Vandalism or damaging equipment with intent	
Being deliberately rude or disrespectful	

This involved missing their Break and Lunchtime.

The Code of Conduct protects all children's right to learn, be safe and enjoy school.

Please could you sign this note and ask your child to return it to me tomorrow so that I know they passed it on to you?

Thank you very much for your support.

Class Teacher _____

Parent Signature _____

Date _____

Guidelines for Implementing the Staged Consequence Response

- Be calm and matter of fact.
- Be consistent; provide a consequence each time someone chooses to disrupt.
- Give a clear direction.
- Remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule.
- Re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule.
- Defer action until the session ends if necessary to maintain a positive learning environment.
- Recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- Provide an opportunity for a child to discuss/explain their action.
- Where possible, consequences should be taken the same day. Where this is unavoidable, they will be carried forward to the next school day.
- Record and communicate in line with the policy.

Guidelines for All Staff at Break time & Lunch time:

- Read and act on the Positive Behaviour Policy and its guidelines;
- If possible, be outside as children emerge from the buildings;
- Do not leave play areas unattended unless it is absolutely unavoidable for a brief time;
- Observe what is happening all the time; avoid being distracted by small groups on which attention is focused for an amount of time;
- Use your authority firmly but properly;
- Insist on children listening to what is said (talk quietly, close at hand to individuals or groups);
- Step in immediately when any game or situation suggests physical aggression or danger. (Judge fantasy battles through careful observation to judge whether it poses a problem to any child. If so, discuss ways in which the activity could change to make it acceptable);
- Judge whether any game (particularly one with equipment of any kind) is not safe for others in a particular place. If in doubt, stop it and refer to a Teacher or member of SLT. It is better to re-instate the game somewhere else than have someone hurt. (leather footballs, hard "bouncy" balls and swinging of hard rope handles or bats are not allowed);
- Watch for signs of abuse, verbal as well as physical.
- Step in and do not allow anyone to continue to insult or hurt another. We have to judge whether a grievance is justified or if a child is "telling". Not easy but we must listen calmly, decide if someone is really upset through being abused and then confront the abuser. If it is a one-off incident then apologies can be offered and the matter left. **If it seems to be an ongoing problem then adopt the procedures outlined in the staged response.**
- Children should never be anywhere (particularly indoors) unsupervised. If an individual or group is inside check that an adult is there and if not, the children have to be told to leave until someone returns to take responsibility for their safety;
- A child who needs a "time out", will be either asked to stay by the adult's side, sent to the side of the playground, the side of the hall, or to a member of SLT - depending on the stage;
- Children will indicate that they have finished their lunch before being allowed to leave the dining room. Reception and Key Stage 1 pupils must have their boxes or trays checked before they go. Attempts should be made to persuade all reluctant eaters to have sufficient lunch but reason must prevail and no child will be forced to eat more than they wish unless parents have expressly told us that this is to be the case;
- First aid is to be administered only by the designated adult. The injured child should go/be taken to the first aid post. All first aid administered must be recorded in the first aid book.
- Record all accidents (other than minor cuts and scratches) in the lunchtime accident book/Smartlog iPad and pass this onto the Office Assistant at the end of the break;
- At the end of playtime the whistle will sound, children must stand still and stop talking. On the second whistle the children will walk to their line in an orderly fashion and wait. Teachers will be ready and waiting to escort their class at the end of lunchtime.

Further Guidance for Lunchtime Staff Dealing with Behaviour during Lunch

- Refer serious issues to the Senior MSA and share other concerns with her.
- If any child complains about the behaviour, or action of another – get all sides of the story, seek reliable witnesses.
- Talk to children in a group when investigating.
- Encourage them to empathise. “How would you have felt if X had done or said that to you?”
- Be calm, firm and fair – don’t shout.
- Disapprove of the action, **not the child**. e.g. “That’s a very unkind thing to say” rather than “you’re horrible/mean/a bully etc”.
- Encourage apologies and reconciliation. If a pupil has lost their temper ‘time out’ should be used as part of the Staged Consequences.
- Any Stage 2/3 consequences should be relayed to the Senior MSA who will briefly inform the class teacher and must record on CPOMs; Behaviour should be dealt with during the lunchbreak **not the return to class**.
- Once dealt with, allow children a ‘fresh start’.
- Any safeguarding concerns should be reported to the Senior MSA and recorded on CPOMs
- Praise a positive response to reprimand and acknowledge subsequent appropriate behaviour.
- Involve a member of SLT if the behaviour escalates to Stage 2 or 3
- Encourage constructive play by modelling, leading games
- Encourage the playleaders to follow their timetable, use appropriate equipment, manage numbers and support in giving clear instructions.