

**Marshland St James Primary and Nursery School Behaviour Curriculum 2025-26**

Action	How pupils do it	How ALL adults support it.
<b>Entering the classroom at the start of the day</b>	<p>Arrive at school promptly ready for the start of the day                      08:30 arrive at school                      08:35 doors open                      08:40 register                      08:45 Collective Worship                      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><b>EYFS/Y1/2</b></p> <ul style="list-style-type: none"> <li>• Greet adult at the outside door (Teacher or Teaching Assistant)</li> <li>• Place packed lunch in box and bottle in area.</li> <li>• STAR walk through class into the cloakroom area in silence.</li> <li>• Coat and bag on peg.</li> <li>• Star walk back into class and sit down</li> <li>• Start 'Do Now' Task</li> </ul> <p><b>Y3/4</b></p> <ul style="list-style-type: none"> <li>• Silently enter school via classroom door</li> <li>• Greet teacher on classroom door</li> <li>• STAR walking into cloakroom</li> <li>• Coat and bag on peg. Lunch box on trolley.</li> <li>• Sit down</li> <li>• Start 'Do Now' Task</li> </ul> <p><b>Y5/6</b></p> <ul style="list-style-type: none"> <li>• Silently enter school via upper KS2 classroom door</li> <li>• Greet teacher on classroom door</li> <li>• STAR walking into cloakroom</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will ensure classrooms are tidy and organised with labelled designated places in the classroom for items such as water bottle, reading books, homework.</li> <li>• Display 'Do Now' Clear timer, directions, and engaging <b>retrieval task</b> on desks/<b>board</b></li> <li>• 08:30 Head on gate/ designated adult on classroom door.</li> <li>• 08:35 doors open</li> <li>• 08:40 register</li> <li>• 08:45 Collective Worship</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Teacher greet children on external door, welcoming and speaking to parents at the same time.</li> <li>• Teacher mark off children on fire register at the door.</li> <li>• TA in the class, directing children to the appropriate activity (Fine motor skills/targeted intervention/over-learning)</li> <li>• When all children are in class, called by teacher to the carpet.</li> </ul> <p><b>Y1/2-</b></p> <ul style="list-style-type: none"> <li>• TA to greet pupils at classroom door and monitor cloakroom area.</li> <li>• Teacher to welcome children into classroom and monitor STAR walking to desks.</li> </ul> <p><b>Y2,3,4,5,6</b></p> <ul style="list-style-type: none"> <li>• TAs actively monitor behaviour in cloakroom ensuring 100%</li> <li>• Teachers stand at their classroom door so they can actively monitor both</li> </ul>

	<ul style="list-style-type: none"> <li>• Coat and bag on peg. Lunch box in box.</li> <li>• Sit down</li> <li>• Start 'Do Now' Task</li> </ul>	<p>the corridor and the classroom.</p> <ul style="list-style-type: none"> <li>• Teachers greet children on internal classroom door</li> <li>• Teachers ensure all tasks are ready for children on arrival at their desk.</li> </ul>
<b>STAR Learning in class</b>	<p>Sit up straight (face forward, hands together.)</p> <p>Track the speaker</p> <p>Ask and answer questions</p> <p>Respect people and property</p>	<p><b>Expect 100%</b></p> <p><b>Ensure photocopying and resources are ready before the start of the lesson.</b></p> <p><b>Cultural Procedures</b></p> <ul style="list-style-type: none"> <li>• <b>Building Radar</b>- observable short sharp directions scan for 100%</li> <li>• <b>Hand up for silence. (Signal, Pause, Insist)</b></li> <li>• <b>Least invasive intervention-</b> <ol style="list-style-type: none"> <li>1. Non-verbal reminders</li> <li>2. key verbal reminders</li> <li>3. Private individual correction.</li> </ol> </li> <li>• <b>Strong Voice –</b> <ol style="list-style-type: none"> <li>1. Formal register- tone, expression, body language.</li> <li>2. Self-interrupt, strategic pause- ensure everyone has heard.</li> <li>3. Economy of language- quiet purposeful presence.</li> </ol> </li> </ul> <p><b>Academic Procedures</b></p> <ul style="list-style-type: none"> <li>• <b>Cold Calling</b>- no hands up.</li> <li>• <b>Show call</b>- be strategic with work you show, build a culture where pupils want their work shown, help pupils analyse each other's work respectfully.</li> <li>• <b>Knowledge building tools-</b> <ol style="list-style-type: none"> <li>1. Knowledge organisers</li> <li>2. Retrieval practice</li> </ol> </li> <li>• <b>Art of a sentence</b>- ask pupils to synthesize a conclusion, describe an insight, or summarize a complex idea in a single, well-crafted sentence.</li> <li>• <b>Plan for error</b>- Plan for Error is the process of anticipating pupil</li> </ul>

		<p>misunderstandings and determining how you will respond to them in the moment</p> <ul style="list-style-type: none"> <li>• <b>Stretch it</b> – respond to correct answers with more challenging questions</li> <li>• <b>Exit tickets</b>- short, formative assessment that you can use to evaluate your pupils' success with the lesson objective.</li> </ul>	
<b>Speaking in Class</b>	<p>Know that we 'SHAPE our answer' to help us to speak clearly in class Know that this stands for -</p> <ul style="list-style-type: none"> <li>• <b>Sentences</b> - pupils know that they must answer in full sentences when appropriate.</li> <li>• <b>Hand away from mouth</b> - Pupils know that they must keep their hands away from their mouths while speaking.</li> <li>• <b>Articulate</b>- Pupils know that they must pronounce words clearly.</li> <li>• <b>Project</b> - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear.</li> <li>• <b>Eye Contact</b> - Pupils know that it is polite to look at the person you are speaking to.</li> </ul>	<p>At MJS 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"> <li>• <b>Non-verbal cue</b>- pinch fingers of both hands and bring them together. Pull them apart as if stretching something.</li> <li>• Adult may use a <b>sentence starter</b> as a prompt</li> <li>• Adult may use <b>my turn your turn</b> to model the sentence and ask the pupil to repeat and recast response.</li> </ul> <p><b>Expect 100%</b></p>	
<b>Lining up in the classroom</b>	<ul style="list-style-type: none"> <li>• Pupils line up row by row according to class seating positions</li> <li>• Pupils face forwards ready for STAR walking</li> </ul>	<ul style="list-style-type: none"> <li>• Create a seating plan to maximise positive behaviour</li> <li>• Alert pupils to line up and give a reminder you expect STAR walking</li> <li>• Nod for each row to line up</li> <li>• Teacher lead class to destination</li> <li>• If TA present- monitor from back of line</li> <li>• <b>Expect 100%</b></li> </ul>	

<b>Moving around the school</b>	<p>Know that STAR walking means:</p> <ul style="list-style-type: none"> <li>• Facing forwards</li> <li>• Single file</li> <li>• Walking at a steady pace on the left</li> <li>• Straight line</li> <li>• Hands behind your back</li> <li>• Without talking.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher to lead class out to destination</b></li> <li>• <b>Stand and monitor in corridor ensuring STAR behaviour</b></li> <li>• <b>If TA present – TA to follow up behaviour at rear</b></li> <li>• Praise ‘STAR walking.’</li> <li>• Give specific feedback at point of error.</li> <li>• Insist on pupil recast.</li> <li>• “For STAR walking you need your hands behind your back Daniel. Go to the door and start again showing me STAR walking.”</li> <li>• <b>Expect 100%</b></li> </ul>
<b>Going to the toilet during class time.</b>	<p>Try to go to the toilet before school and at breaks so you do not miss valuable learning.</p> <p>If you need to go in class time this will be allowed after whole class teach during independent practice.</p> <ul style="list-style-type: none"> <li>• Hand up and ask permission- collect toilet pass</li> <li>• STAR walking</li> <li>• Go, Flush, Wash hands</li> <li>• Leave the bathroom just as you found it</li> <li>• STAR Walking. Return straight to class.</li> <li>• Report any issues with the bathroom straight away</li> </ul> <p><b>Only one child of each sex to go to the toilet area at any time.</b></p>	<ul style="list-style-type: none"> <li>• EYFS- Ensure pupils ask permission before using the classroom toilet so you know where they are.</li> <li>• Y1- Ensure pupils ask permission before using the classroom toilet so you know where they are. One pupil at a time.</li> <li>• Y2-Y6 Ensure pupils ask permission One pupil at a time Collect toilet pass Reminder for STAR behaviour</li> <li>• In case of emergency be aware of which pupil is using the toilets at any one time.</li> <li>• <b>Expect 100%</b></li> </ul>
<b>Going to the toilet during break/lunch</b>	<p>The only toilets to be used at break/lunch are the Year 3/4 toilets.</p> <ul style="list-style-type: none"> <li>• Ask permission &amp; collect toilet pass from Midday supervisor</li> <li>• STAR walking</li> <li>• Go, Flush, Wash hands</li> <li>• Leave the bathroom just as you found it</li> <li>• STAR Walking. Return toilet pass straight to Midday supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all pupils ask permission and collect toilet pass</li> <li>• Only allow two pupils at a time</li> <li>• Reminder for STAR behaviour</li> <li>• In case of emergency be aware of which pupils are using the toilets at any one time.</li> </ul> <p>Ensure toilet pass is returned after each use.</p>

	<ul style="list-style-type: none"> <li>Report any issues with the bathroom straight away</li> </ul> <p>Adult to be positioned near to the toilets at all times to monitor for Safeguarding reasons.</p>	
<b>Manners</b>	<p>Know that we use 'STEPS to politeness' at MSJ to make sure we are always polite to each other. Know that this stands for-</p> <ul style="list-style-type: none"> <li><b>Speak</b> in a calm kind voice</li> <li><b>Thank You</b> - pupils know that they should say 'thank you' when they receive something or someone does something nice for them.</li> <li><b>Excuse Me</b>- pupils know that they should say 'excuse me' if someone is in their way.</li> <li><b>Please</b> - pupils know that they should always say 'please' when they are asking for something.</li> <li><b>Smile</b> - pupils know that they should be positive and upbeat when talking to adults and each other</li> </ul>	<ul style="list-style-type: none"> <li>All adults always model STEPS to politeness.</li> <li>Praise 'STAR Manners.'</li> <li>Adult may use '<b>My turn, Your turn</b>' to model the manner and ask the pupil to repeat and recast response.</li> <li><b>Expect 100%</b></li> </ul>
<b>Entering &amp; Exiting Collective Worship</b>	<ul style="list-style-type: none"> <li>Pupils enter using STAR Walking</li> <li>Walk to their row</li> <li>Sit down in silence, legs crossed hands in lap. Pupils wait in silence until instructed to stand up.</li> <li>Leave a row at a time starting with the front row of each class</li> <li>Walk out using 'STAR walking'</li> <li>Greeting and Response</li> </ul> <p>"The Lord is with you."  <b>"And also with you."</b>          "Go in peace to love and serve the lord."  <b>"In the name of Christ, Amen."</b></p>	<p><b>Teacher leading collective Worship will be ready at the front of the hall before classes enter</b></p> <p><b>Praise positive entry-</b>          "Well done for coming in silently, ready to reflect. "          Wait for 100%          Greeting and Response          "The Lord is with you."  <b>"And also with you."</b>          Gather – Engage – Respond - Send          "Go in peace to love and serve the lord."  <b>"In the name of Christ, Amen."</b>          Silent signal year group to leave with fingers.          Model and recast at break time where necessary.</p>

<b>Lunchtime</b>	<ul style="list-style-type: none"> <li>• Line up</li> <li>• Collect coat</li> <li>• EYFS,Y1,Y2 – led straight to hall STAR Walking3,4,5 &amp; 6 children to playground.</li> <li>• Do not re-enter building</li> <li>• Only use Year 3/4 toilets after collecting toilet pass.</li> <li>• Enter and exit hall through Fire Door</li> <li>• STAR walking at all times</li> <li>• Say please and thank you when collecting food</li> <li>• Walk to seat place food on table</li> <li>• Take off coat and place on appropriate benches in the hall.</li> <li>• Use table manners, pick up any dropped food.</li> <li>• Say please and thank you when asking for help from MDS</li> <li>• Use cleaning station</li> <li>• Collect coat</li> <li>• Leave through Hall door to playground.</li> </ul>	<b>Teachers/TAs</b> <ul style="list-style-type: none"> <li>• Lunch prayer</li> <li>• Signal a row at a time to line up</li> <li>• Reminders for STAR behaviour</li> <li>• Teacher to lead line to cloakroom</li> <li>• TA to ensure lunch trolley is in hall</li> <li>• Ensure 100% STAR behaviour in cloakroom &amp; STAR Walking.</li> <li>• EYFS/Y1/Y2 teachers to lead class into hall</li> <li>• Y3.4.5.6 teachers to lead class onto playground.</li> <li>• Ensure that supervisors are in place before leaving children.</li> </ul>
<b>Being on the playground</b>	<p>Playground STAR</p> <p>Safe Trustworthy Accepting Respectful</p> <p>Pupils play in the areas where they can be safe and seen (not behind the trees, side of building).</p> <p>Children should not play in quiet area.</p>	<b>Playground Supervisors</b> <ul style="list-style-type: none"> <li>• Adults should base themselves spread out, in full visibility wearing hi-vis jacket.</li> <li>• <b>Model positive play</b></li> <li>• Praise ‘STAR behaviour’</li> <li>• Adults should notice, privately feedback, intervene and support whenever appropriate or required.</li> <li>• All adults always model STEPS to politeness</li> <li>• Ensure First aid treatments are immediately logged on smartlog</li> <li>• Use toilet pass system two pupils at a time.</li> </ul>

<b>End of day Routine</b>	<ul style="list-style-type: none"> <li>• Pupils line up row by row according to class seating positions</li> <li>• Pupils face forwards ready for STAR walking</li> <li>• Collect belongings</li> <li>• Return to classroom and stand behind your chair</li> <li>• Silently wait for class prayer</li> <li>• Pupils attending clubs to line up at internal door with TA</li> </ul>	<ul style="list-style-type: none"> <li>• Over the course of the afternoon teacher to check email for any updates re: collection E.g. Walk home permission, changes in adult collecting etc.</li> <li>• Year 5/6 list of children with permission to walk home alone to be clearly visible at door.</li> <li>• Teachers stand at their classroom door so they can actively monitor both the corridor and the classroom.</li> <li>• TAs actively monitor behaviour in cloakroom ensuring 100%</li> <li>• Lead prayer.</li> <li>• Teacher to release pupils to adults one at a time. Eyes on adult before releasing pupils.</li> <li>• TA to lead pupils attending clubs to club room and to supervise until club leader present.</li> </ul> <p>Follow the children not collected at end of day protocol if necessary.</p>
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