

## Behaviour Curriculum: Overview 2025-26



*"Routines are the building blocks of the classroom culture. Routine behaviour must be taught, not told."*

*Tom Bennett, Running the Room*

### Behaviour Curriculum

At St Bede's, our Behaviour Curriculum is designed to teach behaviour explicitly, recognising that positive behaviour is learned through clear instruction, modelling and practice. Informed by educational research, we ensure expectations are unambiguous and consistently reinforced, rather than assumed.

Staff break routines into manageable steps, model them clearly, and provide regular opportunities for practice, supported by timely feedback and reinforcement. We recognise that behaviour change takes time, so expectations are revisited frequently and embedded through consistency, repetition and predictable routines. This approach supports all students to develop secure habits for learning and contributes to a calm, orderly and supportive school environment.

### St Bede's Core Values

At St Bede's, our Behaviour Curriculum is rooted in our Catholic mission: every individual is made in the image and likeness of God. Each student is a child of God and deserves to be treated with respect and dignity. This truth brings with it a responsibility for every member of our community to treat others in the same way. Our aim is to guide and support students so they can live out these principles in their daily lives.

We create an environment where positive behaviours flourish by proactively teaching and modelling what good behaviour looks like. Students are explicitly taught the standards expected of them and why these matter in the context of our faith and values. For those who need additional support, we provide reasonable adjustments to help them succeed.

Our vision for excellent behaviour is clearly outlined in our Behaviour Policy and reinforced through our St Bede Values, which shape everything we do:

[\*Behaviour-for-Learning-Policy-2025-2026.pdf\*](#)

- **Strength in Faith** – grounding our actions in trust and belief.
- **Together as Family** – building a community of care and belonging.
- **Be the Best Version of You** – striving for personal growth and integrity.
- **Excellence in All We Do** – aiming for high standards in learning and conduct.
- **Discipleship: Serving Others** – showing compassion and putting others first.
- **Environment: Caring for Our Planet** – acting responsibly as stewards of creation.

[\*Core Values – St Bede's Catholic School and Sixth Form College, Lanchester\*](#)

Our expectations, practices, and procedures are designed to model and encourage these values, creating a culture where every student can thrive academically, socially, and spiritually.

## Student Code of Conduct

At St Bede's, we expect all students to uphold our mission and values by following three simple principles:

### **Be Ready. Be Respectful. Be Safe.**

These expectations apply in every aspect of school life—inside and outside the classroom—and help create a community where everyone can learn, grow, and flourish.

**Be Ready:** Being ready means coming to school prepared to learn and contribute positively. Readiness reflects our value of Be the Best Version of You and Excellence in All We Do, ensuring every student strives for success.

**Be Respectful:** Respect is at the heart of our Catholic mission: every person is made in the image and likeness of God. This embodies our values of Together as Family and Discipleship – Serving Others, creating a culture of care and compassion.

**Be Safe:** Safety is essential for a thriving school community. This reflects our commitment to Environment – Caring for Our Planet and ensuring a secure, respectful environment for all.

*[Behaviour – St Bede's Catholic School and Sixth Form College, Lanchester](#)*

## A Tailored Approach to Supporting Individual Behaviour

At St Bede's, our Behaviour Curriculum is inclusive, restorative, and student-centred, ensuring that every young person receives the support they need to thrive. We believe that positive behaviour is taught, practised and reinforced, just like any other aspect of learning. While our whole-school Behaviour Policy sets clear and consistent expectations for all students, we recognise that some pupils need additional, targeted support to meet those expectations. Our Behaviour Curriculum therefore takes a graduated approach, offering the right level of support at the right time.

### **Our support framework includes:**

#### **Universal Strategies** *(for all students)*

- Clear routines and expectations embedded in teaching.
- Positive recognition systems and rewards.
- Restorative conversations following incidents.
- Consistent use of the school's Behaviour Policy.

#### **Targeted Interventions and Specialist Support**

- Daily Report Cards – Structured feedback to reinforce positive habits.
- Pastoral Support Plans (PSPs) – Personalised goals and strategies reviewed half-termly with all stakeholders.
- RESET Room – A calm space that is staffed for regulation and reflection.
- Home-School Communication – Regular updates and partnership working.
- Functional Behavioural Assessments (FBA) – Identifying underlying needs with external professionals.
- Bespoke SEND Interventions – e.g., *Anger Gremlins* and *Anxiety Gremlins* programmes.
- Mental Health and Wellbeing Pathway – Access to counselling and therapeutic support.
- Restorative and Educational Work Post-Incident – Promoting reflection and reducing recurrence.
- SEND Screening and Monitoring – Early identification and ongoing review.

This approach ensures behaviour support is proactive, restorative, and rooted in care, enabling students to feel safe, understood, and ready to learn.