

The Parish Way (Our Attendance and Behaviour Curriculum)



'Learning and Growing Together in Faith, Hope and Love'

"And now these three remain: faith, hope and love. But the greatest of these is love."

(1 Corinthians 13:13)

Our Curriculum Vision:

At Parish, we develop children's character and Christian spirit through the 'Parish Way.' This is our curriculum to explicitly teach positive habits for both behaviour and attendance. To do this, we define the behaviours and habits that we expect children to live out. We want to support our children to grow into adults who are polite, respectful, responsible and who put others before themselves – this is how they can show Faith, Hope and Love beyond their Parish years. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. The Parish Way is a vital component in fostering the 3 Christian Values which underpin our wider Christian Vision ... we really do approach everything here in faith, hope and love!

Curriculum Implementation:

We believe that strong behaviour and consistent attendance are the foundations of successful learning and a thriving school community. Our Parish Way Curriculum supports us in creating a culture where every child is supported to be present, engaged, and respectful—every day. Together, we foster a school culture where every child feels safe, valued, and able to flourish.

We achieve this by:

- Explicitly teaching about positive behaviour and attendance.
- Embedding highly predictable systems that promote consistency, fairness, and clarity for all learners and staff.
- Holding all staff accountable for upholding our shared standards and values.
- Using data intelligently to identify challenges and measure impact over time.
- Equipping staff with the training and confidence to lead and support behaviour and attendance effectively.
- Delivering pastoral care that meets the needs of our most vulnerable learners.
- Building proactive, trusting relationships with families and carers.
- Prioritising strategies that are backed by evidence and impact.
- Regularly refreshing our culture to keep it vibrant, inclusive, and aspirational.

An underlying assumption is that attendance and behaviour underpin everything we are trying to achieve in school and are fundamental to all forms of success. The principles of effective practice are underpinned by, statutory attendance guidance, behaviour advice for schools, attendance toolkit, and other best practice materials.

Inclusion by Design:

An underlying assumption of 'The Parish Way' is to promote belonging where children are seen, heard, and understood. We are 'inclusive by design' in all that we do. Inclusion (including support for those children with SEND and those socioeconomically disadvantaged) is everyone's business. We have high aspiration and expectations for all children driven by our Christian Vision and values.

'Inclusion by Design' is tangible through all aspects of our school and 'The Parish Way' is no different. Predictability is central to our whole-school culture with highly organised and structured routines that support all learners. We refer to this as the Parish Way. Other aspects include (but are not limited to): our school timetable including sensory circuits for all, use of regulation stations, our equality objectives, accessibility plan (including the physical environment), school equality charter, and our consistent learning environment.




While this curriculum is for all children, it will be applied differently in different year groups depending on children's age and stage of development in addition to considering individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching and delivering the curriculum.

To support its delivery, our 10 inclusive principles are also considered:



The Curriculum:

Fundamental to 'The Parish Way' are our three school rules. The success criteria for each of our school rules is codified in terms of both behaviour and attendance. Delivered in an appropriate style for different ages and stages of development, the Parish Way is explicitly taught and modelled by all staff.



| | <u>Behaviour</u> | <u>Attendance</u> |
|---|---|--|
| <p>Ready</p>  <p>To understand the characteristics of an effective learner and apply them daily.</p> <p>To attend school well and live out our Rainbow Promises.</p> | <ul style="list-style-type: none"> I come to school in the correct uniform for the day. I come to school with the correct equipment and am prepared to learn. I listen carefully and follow instructions provided using school signals. I show I am ready to learn by following our school 'STAR learning' behaviours. I take part in all lessons and parts of the school day (supported by the class visual timetable). | <ul style="list-style-type: none"> I can develop a positive morning routine, so I am calm and focused both before and when I arrive at school. I attend school on time every day (arriving at school between 8:40am and 8:50am). I will follow the school procedure if I arrive late and walk to class as sensibly as possible. |
| <p>Respectful</p>  <p>To understand the importance of treating others and our surroundings with respect.</p> <p>To demonstrate respectful learning behaviours that promote inclusion for all.</p> | <ul style="list-style-type: none"> I demonstrate our core Christian value of 'love' in the way that I speak to and treat others. I know and can apply the Fundamental British Values. I always have 'Marvellous Manners' (including saying please, thank you and holding doors open for others). I follow our 'school systems' to be respectful wherever I am in school. I listen when others are speaking and do not interrupt following our discussion guidelines. I take care of school property and other people's belongings. | <ul style="list-style-type: none"> I listen to adults who help me get to school. I understand that my attendance affects others in my class and attempt to be in school as much as I am able. I value my learning and the learning of others. I am respectful to others therefore encouraging others to attend school too. |
| <p>Responsible</p>  <p>To understand personal safety, alongside the importance of keeping others safe knowing when to act if needed.</p> <p>To recognise safe and unsafe behaviours in different settings including the classroom, playground and online.</p> | <ul style="list-style-type: none"> I always behave in a safe and responsible way following our school signals and systems. I follow adult instructions and guidance that keeps us safe at all times. I use learning from Parish Spirit lessons (and across the curriculum) to be a responsible learner. I can speak to a trusted adult if I don't feel safe or if I feel anyone else is not safe. I accept responsibility if I make a mistake and use support that is provided. I make sure that my own workspace and the classroom are tidy, helping in communal areas when needed. I set a good example for others by making positive choices. | <ul style="list-style-type: none"> I take ownership of my own attendance and know why it matters. I understand that being in school helps me to succeed and supports my learning. I know our school attendance target and my progress towards this. I tell a trusted adult if I'm struggling to come to school. I help others by setting a good example with my attendance. |




Teaching Sequence:



At Parish, our curriculum and the teaching sequence is intended to make it 'easy' to behave and attend well. Below is an outline of when pupils are introduced to the expected behaviours and what they are. These are taught through both explicit routines and collective high expectations.




| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|--|---|
| The Parish Way 'Induction.' | Revisit and Review. | The Parish Way 'Reboot.' | Revisit and Review. | The Parish Way 'Review.' |
| Worship led by SLT. The curriculum is then delivered by class teacher across the week to understand our school signals, systems, and support. | Teachers revisit and review signals, systems and support that are most relevant to their class. | Worship led by SLT. The curriculum is then delivered by class teacher across the week to understand our school signals, systems, and support. | Teachers to revisit review signals, systems and support that are most relevant to their class. | Worship led by SLT. The curriculum is then delivered by class teacher across the week to understand our school signals, systems, and support. |
| Each week, our carefully designer wider Parish Spirit Curriculum is delivered to support the Parish Way in terms of 'Relationships' and 'Regulation.' | | | | |

The Power of Consistency:

| Signals | | | |
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| | | <u>The Routine:</u> | <u>What this looks like:</u> |
| Team Stop |  | <ol style="list-style-type: none"> 1.) Teacher hold up hand, palm facing the children (STOP Signal) 2.) Children notice teacher showing STOP signal. 3.) Children stop what they are doing, emptying hands, ensuring 'Magnet Eyes' | <ul style="list-style-type: none"> • All members of our school community understanding and using the STOP signal. • Use of the STOP signal to establish firm routines for learning both within and outside of the classroom. |
| 1, 2, 3 |  | <ol style="list-style-type: none"> 1.) Stand up (tucking chair in if necessary) 2.) Turn to face the direction you will leave (ensuring area is tidy) 3.) Walk into line ready for 'Wow Walking.' | <ul style="list-style-type: none"> • Smooth transitions. • Regulated learners getting ready to move around school. • This can be applied to a variety of contexts and circumstances. |

| Systems | | | |
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| | | <u>The Routine:</u> | <u>What this looks like:</u> |
| Calm Corridors |  | <ol style="list-style-type: none"> 1.) Walk calmly. 2.) Look where you are going. 3.) Use quiet voices. 4.) Show good manners. <p>Children are expected to travel around school in a calm and safe manner. Posters are displayed at key points to reinforce these expectations alongside staff reminders.</p> | <ul style="list-style-type: none"> • Wow walking. • Holding doors open – letting others through a doorway before walking through yourself • Greeting people politely - saying 'Good Morning' or 'Good Afternoon' • Using 'please' when asking for something • Using 'thank you' and showing gratitude when somebody does something nice for you. • Smiling as others walk past. • Standing aside to let people past. • Being mindful of other people around us. |
| Line Order |  | Children are expected to lineup in single file in their designated line order. This line order is decided by the class teacher at the start of the year and is regularly reviewed. | <ul style="list-style-type: none"> • An orderly line that is ready for 'Wow Walking' to support the system of calm corridors. |
| The Restaurant |  | <ol style="list-style-type: none"> 1.) Children are seated at an allocated table. 2.) Children lay out their table with the correct cutlery and a cup of water each. 3.) Children go to collect their meal. 4.) Children use quiet voices and show good manners while eating their meal. 5.) Children tidy their eating space once they have completed their meal. | <ul style="list-style-type: none"> • Children are expected to remain seated during the service. • Lunch is a time for pupils to socialise and interact, but this must be done in a calm manner. • Carrying trays carefully. • Disposing of leftover food and used plates/cutlery sensibly. • Using indoor voices • Using our knives and forks correctly. • Lining up sensibly. |

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| Outside |  | <p><u>Signal the end of play:</u></p> <ol style="list-style-type: none"> 1.) One whistle followed by the stop sign - the first whistle will signal the end of play and pupils stand still. 2.) Two whistles – put any equipment. 3.) Third Whistle – children move to their line. <p><u>Lining Up in Line Order:</u></p> <ol style="list-style-type: none"> 1.) On the sound of the final whistle, children to calmly walk to their line. 2.) Children to line up calmly (in their identified positions) in their line order in ready for wow walking into school. | <ul style="list-style-type: none"> • Treating others with kindness • Taking part in different activities • Making an adult aware if something feels unsafe or you need help (including first aid). • Making sure everyone feels included and valued. • Treating our environment and equipment with respect • Playing safely without hurting anyone. • Sharing equipment. • Stopping, tidying up, and lining up quickly and calmly as soon as the whistle is blown. |
| Collective Worship |  | <p><u>Entrance:</u></p> <ol style="list-style-type: none"> 1.) Enter calmly in your line order. 2.) Stand up straight and sensibly until the teacher signals it is time to sit down. 3.) No talking - listen and appraise the music. <p><u>Exit:</u></p> <ol style="list-style-type: none"> 1.) On one, stand up. 2.) On two, turn to face the direction you will leave. 3.) On three, walk in single file out of the hall ready for 'Wow Walking' to your classroom. | <ul style="list-style-type: none"> • An inclusive, invitational, and inspiring worship led well by staff or the clergy. • Singing that fills you heart with joy. • The opportunity for reflection. • Calm entrance and exit that creates a spiritual atmosphere for worship. |

| Support | | | |
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| | | The Routine: | What this looks like: |
| Rewards |  | Alongside verbal praise and recognition, staff also reward positive behaviour with individual dojos or class recognition points. | <ul style="list-style-type: none"> • Rewards are provided fairly and consistently. |
| Target Cards |  | <p>To support pupils in achieving our expectations, staff may use a target card to help children focus on specific tasks.</p> <p>Targets will be framed positively and any dialogue between staff and the pupil will remain focussed on where things have gone right previously and how the children can increase this moving forwards.</p> | <ul style="list-style-type: none"> • Increased levels of self-regulation. • Children using metacognition strategies to reflect on their behaviour. |
| Reflection |  | Staff using restorative conversation stems and carefully designed reflection sheets to reflect on incidents that have taken place and move positively forward. | <ul style="list-style-type: none"> • Staff using restorative practice (based upon educational research). |

Outside of School:

The Parish Way extends beyond the life of the school walls. Pupils are taught to know that:

- When they are wearing their school uniform, they are representing the school community and must always behave responsibly and respectfully.
- They should be considerate of other people arriving and leaving school.
- being considerate means thinking about other people's needs, wishes and feelings.
- Examples of being considerate on the way home include walking not running, giving people plenty of space and using a quiet voice not shouting.
- School rules help us all, as citizens, to live well together.