

ST MARY'S WAY - BEHAVIOUR CURRICULUM

Behaviour Culture

School Values	A1 Respect	A2 Collaboration	Sp1 Positivity	Sp2 Integrity	Su1 Empowerment	Su2 Ambition
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The aims of the behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a **culture** of exceptionally good behaviour: for **learning**, for **community** and for **life**. We aim to **build a community** which **values kindness, care, respect, tolerance and empathy for others** and to help learners take control over their behaviour and be **responsible** for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community built on trust and understanding. 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. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Modelling the Culture

Teaching the Curriculum	<ul style="list-style-type: none"> Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The St Mary's behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. The curriculum is taught explicitly during the first week in autumn term alongside the traditional National Curriculum subjects Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'St Mary's learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content 	<p>The process for teaching behaviour explicitly is as follows</p> <ul style="list-style-type: none"> IDENITIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour
		<p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.</p>

Maintaining the Culture

There are three overarching behaviour principles		
Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> We arrive at school on time, every time We are ready to start lessons on time. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. We make sure we have the right equipment for the day. We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feedback. We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after our environment and never drop litter. We respect the law and the rules of school and society 	<ul style="list-style-type: none"> We follow instructions -first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and make safe choices in our community. We use equipment safely.

<p>SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on 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 the curriculum unimpeded. The following programmes are used to provide additional support when necessary.</p>		
Nurture	Team Teach	Trauma Informed
<ul style="list-style-type: none"> Our nurture lead helps to support children's emotional and social development and helps them feel happy and secure; to be able to enjoy friendships; to relate well to others and be ready and able to learn. Using ELSA interventions to look beyond the behaviour to give children the support they need to get back on track. 	<ul style="list-style-type: none"> The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. 	<ul style="list-style-type: none"> Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.
<p>These approaches are linked to the PSHE curriculum with regards to pupil wellbeing and mental health</p>		

Our curriculum comprises an entire planned educational experience making full use of Opportunities for real world learning.	House Activities	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	Extra-curricular clubs	Rights Respecting	St Mary's Mile	Assemblies/Worship
	PHSE	Mental Health and Wellbeing Foundation subjects	PHSE/RSE Foundation subjects	Physical Education, The Arts Mental Health and Wellbeing	Community Work, including charity awareness.	Physical Education	Expressive Arts and Design

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Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Assembly/Worship	Moving around school	Dining Room
<ul style="list-style-type: none"> • Know that you should always say 'please' when you are asking for something. • Know that you should always say 'thank you' when you receive something or someone does something nice for you. • Know that you should let any waiting adults through a doorway before walking through yourself. • Know that you should say 'Good morning/afternoon' to adults if spoken to. • Know that it is polite to give eye contact to the person you are talking to. • Know that it is important to show gratitude to others by thanking people for what they have done for you • Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> • Know that we wear full uniform and it is worn correctly - shirts tucked in, etc. • Know that hoods of hoodies are not to be worn indoors • Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately • Know that we can wear a watch and study earring and no other jewellery 	<ul style="list-style-type: none"> • Know that we enter/exit in silence and we walk into/out of the hall • Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit • Know the sitting space and in which order • Know the expectations for sitting • Know that we sit cross-legged with a straight back and hands still • Know that we face the assembly leader and face forwards with eyes on the speaker • Know that we use silent hands-up to contribute • Know that we use manners when speaking • Know that we participate actively – singing etc. 	<ul style="list-style-type: none"> • Know that we walk around school quietly • Know that we walk in a straight line • Know that we line up in our agreed line order • Know that we are polite and courteous to adults / other children with a greeting • Know that we open doors for others • Know that we pick up litter, coats and resources if on the floor or untidy • Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) • Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor) 	<ul style="list-style-type: none"> • Know that we wash hands before eating • Know that we use a quiet voice and talk to the children opposite or adjacent to them only • Know that we line up – one behind the other, quietly. • Know that when eating, we stay in our seats facing our food • Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) • Know that we chew with our mouths closed • Know that we say please and thank you • Know that we put our hand up for adult attention • Know that we walk in the dining room • Know that if we have eaten a school dinner, we collect own rubbish and put in bin • Know that if we have eaten a main course of a school dinner, we ask to eat our pudding • Know that if we have eaten a packed lunch, we take wrappers home and ask to leave the table • Know that we clear away our table space, cutlery, plate, cup and leave tidy. • Know that we ask an adult to leave the dining room

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Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know how to follow the stop/start strategy: '1' finger – everyone to put their hand up and stop what you are doing '2' everyone stands up with no noise '3' everyone moves following instructions, with no noise. Know that we have good sitting posture: Ensure 6 feet on the floor Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know to be quiet during transitions around the classroom Know how to be ready for the lesson e.g., had a drink, toilet break etc. 	<ul style="list-style-type: none"> Know how to follow the stop/start strategy: '1' finger – everyone to put their hand up and stop what you are doing '2' everyone stands up with no noise '3' everyone moves following instructions, with no noise. Know that we line up in the order displayed in the classroom Know that we place chairs under the table when leaving a seat Know that we walk in a quiet, calm Manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to keep locker doors closed Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> Date – left hand side next to margin in words (except for day number); 6-digit format used in Math's books along with Roman numerals in Upper KS2 to reinforce Date underlined with ruler and sharpened pencil Learning objective – miss a line after date Error correction – ruled line in pencil to cross out used in all subjects Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square/digits of short date separated by dots work stuck on left hand side so right side can be used for answers, marking and teacher modelling or further questions Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. <p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>
Playtime Behaviour	<ul style="list-style-type: none"> Know that we walk to the line sensibly Know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect 	Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground using Wonderful Walking. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly Know that if you are involved in an incident, to complete a think sheet. 		<ul style="list-style-type: none"> Know how to follow the stop/start strategy: '1' finger – everyone to put their hand up and stop what you are doing '2' everyone stands up with no noise '3' everyone moves following instructions, with no noise. Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silent Know that we walk in single file 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

<p>Over and Above Recognitions –</p> <p>DOJO points – 1 point to be awarded for recognition Star of the Day Star of the Week awards HT Awards HT Phone calls</p>	<p>Relentless Routines - Praise in Public (PIP) Remind in Private (RIP)</p> <p>Consistent language</p> <ol style="list-style-type: none"> Team stop signal/Hand signal for stop Wonderful Walking Legendary Lines Magnet Eyes/Eyes on me Tremendous Transitions Countdown 3-2-1 (To use on rare occasions)
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All adults in school will model expected behaviours by

Respectful – Manners	Uniform	Assembly/Worship	Moving around school	Dining Room
<ul style="list-style-type: none"> • Know that you should always say 'please' when you are asking for something. • Know that you should always say 'thank you' when you receive something or someone does something nice for you. • Know that you should let any waiting adults through a doorway before walking through yourself. • Know that you should say 'Good morning/afternoon' to adults if spoken to. • Know that it is polite to give eye contact to the person you are talking to. • Know that it is important to show gratitude to others by thanking people for what they have done for you • Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> • Ensure uniform is correct at all times • Provide 'spare' correct uniform as appropriate • Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. • Be understanding and fair yet uphold the standards expected • Check uniform regularly, in line with the routines part of this document • Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> • Verbally remind children of expectations and praise children for meeting them • Organise class into appropriate order in classroom • Ensure uniform is checked • Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) • Praise/remind children for following expectations of sitting and participation • Remind children to gain attention if necessary • Lead children into assembly modelling expectations • Actively engage with assembly • Ensure orderly exit from hall and return to class • Praise and reward as appropriate 	<ul style="list-style-type: none"> • Regularly remind class of expectations when moving through school • Line the class up - establish a class order • Check smartness of pupils before and after moving • In instances of unwanted behaviour – stop the class and recap expectations • Be polite and courteous to adults / other children with a greeting and hold/open doors for one another • Take pride in appearance – shirts tucked in etc. • Praise and reward children • Model manners and showing courtesy to others- e.g., holding doors open • Do not set off with a class/group until all expectations are met- including uniform and volume 	<ul style="list-style-type: none"> • Check uniform on entry and exit of dining hall • Support and model to pupils to use knife and fork • Remind pupils of expectations • Monitor the cleaning of plates and cutlery • Check and remind of manner • Check spaces as pupils leave the eating space • Praise and reward the correct behaviour
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> • Know that you must try to attend school every day. • Know that you must try to arrive at school on time every day. • Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> • Know how to follow the stop/start strategy: '1' finger – everyone to put their hand up and stop what you are doing • '2' everyone stands up with no noise • '3' everyone moves following instructions, with no noise. • Establish, teach and model routines and expectations • Greet children and adults on entry to the room • Use clear instructional language • Be on time to each lesson • To be consistent in routines/behaviour/expectations • Ensure allocated places for pupils – table/carpet • Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc. • Ensure workspaces/classroom is tidy, including their own desk • Have the lining up order displayed in the classroom • Use transitional songs /rhymes etc. where appropriate 	<ul style="list-style-type: none"> • Know how to follow the stop/start strategy: '1' finger – everyone to put their hand up and stop what you are doing • '2' everyone stands up with no noise • '3' everyone moves following instructions, with no noise. • Ensure children line up in order- in line with school decision on how that order is decided • Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> • Ensure tidy work spaces including their desk area • Ensure all space outside their classroom is clutter free • Pick up any rubbish and place in the dustbin, do not walk past it • Ensure all displays are kept in good order • Pick up coats and place back on pegs / report to the class teacher • Praise/reward/prompt children as required 	<ul style="list-style-type: none"> • Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used • Use laminate pouches to protect cover/back of book • Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. • Follow the marking and feedback policy • Model the expectations of presentation in their marking – handwriting and no crossing out in pen

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Playtime Behaviour	Lining Up	Behaviour outside of school
<ul style="list-style-type: none"> • Know that you must walk from your classroom to the playground using Fantastic Walking. • Know that you must play safely without hurting anyone. • Know that we do not 'play fight' because we may hurt someone by accident. • Know that you must be kind, by including people in your games and sharing equipment. • Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. • Know that, when called, you must line up in your lining up order quickly • Know that if you are involved in an incident, to complete a think sheet. 	<ul style="list-style-type: none"> • Know how to follow the stop/start strategy: '1' finger – everyone to put their hand up and stop what you are doing '2' everyone stands up with no noise '3' everyone moves following instructions, with no noise. • Ensure children line up in order- in line with school decision on how that order is decided • Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> • Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. • Know that we should be considerate of other people arriving and leaving school. • Know that being considerate means thinking about other people's needs, wishes and feelings. • Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. • We know how to stay safe online and use technology sensibly and safely. • We know who to go to for help and support