



St Joseph's & St Edward's Catholic Schools

Behaviour Curriculum

Mission: We love because God first loved us (1 John 4:19)

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Introduction

At St Joseph's and St Edward's Catholic Schools we develop children's character and self-regulation through our behaviour curriculum. To do this, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the behaviour curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour 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 from Barak Rosenshine (see Appendix), including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this behaviour 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. Sensitivity must be applied at all times when teaching the behaviour curriculum, to ensure that it is accessible to all.

Curriculum Content

Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year.

Behaviour Values

Know that there are three behaviour expectations in school. These are to

- **be respectful,**
- **be responsible,**
- **be safe.**

Know the following examples of these three principles –

Be Respectful by	Be Responsible by	Be Safe by
Following instructions from all school adults Saying please and thank you Holding doors open for people Talking kindly to other pupils Saying good morning/ afternoon to adults Respecting others' right to learn Respecting school property by looking after it Using a calm and polite tone of voice	Being ready to learn Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Following school rules when in school Sitting sensibly in the classroom Walking around school Playing games that do not become too physical. Using calm and respectful tones when we communicate Using kind words and actions towards others Reporting anything you are worried about

Valuing differences		
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Our Routines

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising both hands. When pupils see this, they should respond by being silent and responding with STAR.

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Safe Walking

Know that we walk around school using **Safe Walking**

Know that Safe Walking means -

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking

Know that we use Safe Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Respectful Listening

Know that we use **Respectful Listening** in class and around school, this includes the dining room/hall.

This means that we use STAR -

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards other

Know that we all do Respectful Listening to ensure everybody is able to learn without distractions.
Know that pupils who do not follow school rules will have a consequence for this.

Responsible contributing

Know that we expect all children to be responsible for their learning by contributing in class. Responsible contributing means:

- Using our oracy skills
- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Using the feedback strategies requested by the adults, for example: whiteboards, visualiser, think, pair, share
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Arriving at school at the beginning of the day

Know that I arrive on time to school

Know that I walk safely into the classroom

Know that I greet staff with a smile and a 'good morning'

Know that I put my coat on my peg or in my locker, put my lunchbox on the trolley and take my water bottle and reading book to class

Know that once I have entered the classroom, I do not leave again unless I have asked the teacher

Know that I sit down in my seat as soon as I have entered the classroom and complete the morning task set by the adult. This may include, reading my book, completing morning Maths, responding to teacher feedback in books

Transitioning support within a lesson and at the end of a lesson (This is essential during the Advent Term as the children settle into their new year group. This may be adapted to suit individual teachers and classes from the Lent Term.)

Know that when the teacher signals (1) I should stop what I am doing and track the teacher

Know that when the teacher signals (2) I should stand behind my chair and listen to the teacher's instruction

Know that when the teacher signals (3) I should complete the instruction in silence

Lining up to leave the classroom

Know that I must follow the lining up routine that has been carefully planned by my teacher.

Understand that this routine may differ depending on which of my classroom doors I am leaving from.

Using good manners

Know that I should always say '**please**' when I am asking for something

Know that I should always say '**thank you**' when I receive something or someone does something nice for me

Know that I should say '**Good morning/afternoon**' to adults if spoken to and use their name

Know that it is important to show **gratitude** to others by thanking people for what they have done for me

Know that a calm and polite tone is respectful

Playtime Behaviour

Know that I must walk from my classroom to the playground using Safe Walking

Know that I must play safely without hurting anyone

Know that I do not 'play fight' / 'pretend fight' because I may hurt someone by accident

Know that I must be **kind**, by including people in my 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, I must use safe walking to join my line in lining up order straight away

Know that I must walk back to my classroom using Safe Walking

Lunchtime

Know that I use Safe Walking and in St Edward's I bring my coat with me when walking to the dining room

Know that I collect my food and sit down straight away

Know that **I should use a quiet talking voice** when in the dining room.

Know that I should use a knife and fork correctly

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink

Know that I should not leave my seat once I have sat down

Know that once I have finished, I clear any rubbish from my table and the floor and empty any left-over food into the correct bin

Know that once I have cleared my plate, I return to my seat and wait until a member of staff tells me I can leave

Know that I use Safe Walking from the dining hall to the playground

Completing work in books

Know that if there is less than half a page left then I must start a new page

Know that I should date every piece of work, using the short date except in English

Know that I should always write neatly and clearly, with joined up handwriting when I know how to do this

Know that I should always start writing from the margin if there is one

Know that in Maths I should use one digit per box

Know that in Maths I should always leave a one square space between calculations

Know that whenever I am drawing lines, I should use a ruler

Know how to correct mistakes by drawing a straight line through your work

End of the day routine

Pre-school

Know that when my teacher signals I should collect my things for home, with the support of the adults in my class.

Know that I should wait quietly in a line at the door until my name is called by the teacher to be collected by an adult at the external classroom door.

Know that I should hold my adult's hand and use Safe Walking when I leave the school.

Reception

Know that when my teacher signals I should collect my things for home, with the support of the adults in my class.

Know that I should wait quietly on the carpet until my name is called by the teacher to be collected by an adult at the external classroom door.

Know that I should hold my adult's hand and use Safe Walking when I leave the school.

KS1

Know that when my teacher signals I should collect my things for home, return to the classroom immediately and stand behind my chair in silence, ready to pray

Know that I should wait quietly until my name is called by the teacher to be collected by an adult at the external classroom door.

Know that I use Safe Walking when I leave the school.

Y3/Y4 Corridor

Know that when my teacher signals I should collect my things for home, return to the classroom immediately and stand behind my chair in silence, ready to pray.

Know that I should wait quietly until my class is led to the small playground by an adult.

Know that I use Safe Walking when moving between the classroom and the playground.

Y4/Y5 and Y6 Corridors

Know that when my teacher signals I should stand behind my chair and wait in silence, ready to pray

Know that when my locker row is called, I walk silently and collect my things quickly and calmly

Know that I leave the locker area promptly and walk out to the small playground so that others can safely access their lockers

General classroom expectations

Know that I should not leave my seat during a lesson unless I have asked to do so

Know that I should use the toilet at break and lunchtime so as not to interrupt learning time

Know that I must ask permission from the teacher before going into the toilets

Know that I should not have any objects on the table that distract me from my learning

Know that it is my responsibility to keep my table clear from clutter

Know that my water bottle must be kept on the floor under my desk or on the side in the classroom

Know that I have a responsibility to ensure that the classroom is kept tidy

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will interrupt learning