

**Diocese of Nottingham**  
...working in partnership with  
**The Our Lady of Lourdes Catholic Trust**

**St Philip Neri with St Bede Catholic Voluntary Academy**  
**Policy Document**



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## **Behaviour Curriculum**

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***“Love one another as I have loved you”***  
***John 13:34***

<b>Written by:</b>	<b>Approved by:</b>	<b>Approval Date:</b>	<b>Review Date:</b>
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## Introduction and Purpose

As a Catholic School, we believe that everyone should behave in a way that benefits and reflects our Christian community. The purpose of this Behaviour Curriculum is to outline exactly how this can be achieved. It provides adults with a clear framework to work from so they can name, model, teach, reinforce and regularly practise these aspects. For children, this Curriculum will help them to know exactly how to behave safely and responsibly in an atmosphere of mutual respect, rooted in Christ's teaching and based on Gospel values. The impact of this Curriculum should be visible and tangible: in all corridors and classrooms, in the Dining Hall and on school trips, our children will be respectful, grateful, kind, responsible and considerate of others. It is our overarching aim for our children to grow into adults exhibiting these virtues in all that they do.

## Teaching the Behaviour Curriculum

Our Behaviour Curriculum is taught explicitly during the first week of the Advent Term alongside the traditional National Curriculum subjects. Children learn the content of the curriculum so that they can recall the information and act upon it. Posters are displayed around school to reinforce different aspects of our Curriculum. At the start of each half term, all class teachers revisit each aspect of the Behaviour Curriculum so that it is regularly reinforced and practised. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of each term). This helps staff and pupils embed the content of this Curriculum.

It is expected that staff use the language of this Behaviour Curriculum when praising children, for example, "Well done, Anna, that is *Wonderful Walking!*" If a child is not following a routine in the agreed manner, it is expected of all staff that they address this. For example, "Grace, *Lovely Listening* thank you!" It may be necessary to explicitly state what needs correcting, for example, "Grace, *Lovely Listening* please. You need to track the speaker".

Our Behaviour Curriculum is shared with new staff members and pupils when they start school as part of our induction programme. A copy is also shared with parents/carers.

## Adaptations

The Behaviour Curriculum is for all pupils to aim to achieve. However, it will be applied differently in different year groups depending on pupils' age and individual educational needs. For example, some pupils may find it very uncomfortable to maintain eye-contact with adults or sit for a long period of time using the *tennis ball posture*. Therefore, sensitivity must be applied at all times by all staff when reinforcing the behaviour curriculum.

## Curriculum Content

In the first few days of the Advent Term and then at the beginning of each half term, teachers will share the **Class Charter** below, which is displayed in every classroom. This Charter has been created with our pupils, based on our eight virtues: (*see Behaviour Policy for more information about our virtues*). The outside circle shows the statement we aim to live out in order to stay safe and maximise learning. The inside of each piece explains how we can achieve this. Not only is it referred to at the start of each half term but it is continually promoted and referred to in the hope that doing good and being good becomes habitual.







An identical **Play Charter** is used to support adults and children during Break and Lunchtimes. The outside circle shows the rules we play by for a great lunchtime. The inside of each piece gives an explanation of how we can achieve this.

## **Our Key Routines**

In order to help our children become virtuous, we have identified nine key routines which are regularly undertaken in a typical school day. To ensure consistency and to help all children live out each routine virtuously, these are scripted. Each one is taught and practised at the beginning of every half term so they can be carried out as specified below. This is to prevent vague or ambiguous requests, for example, *“Walk sensibly, please”*, and ensure explicit language is used, for example, *“Walk silently with your arms by your side”* but also to support teachers create a highly effective learning environment.

1. Great Greetings
2. Calm Cloakrooms
3. Wonderful Walking
4. Super Sitting
5. Lovely Listening
6. Task Toolkit
7. Peaceful Prayer
8. Perfect Play
9. Free-flow Feasting

## 1. Great Greetings

	Greet adults and friends with a gesture or words.
	Use the person's name or title.
	Use a polite greeting or response.
	Make sure it is your turn to speak.

How we ***greet*** others:

### **Adults will:**

- Greet children (and their families where applicable) as they enter the school, a classroom or as they meet others around school. This will be either with a smile or by saying “good morning” or “good afternoon”, using names where possible.

### **Children will:**

- Know that they are all greeted as they enter the school, enter a classroom or meet others around school.
- Know how to return a greeting to the adults and their peers.
- Know that they should greet adults by using their name or saying “sir” or “miss”.
- Know that “good morning” and “good afternoon” are polite opening greetings.
- Know that they should greet adults that they meet around school; this is either with a smile or by saying “good morning” or “good afternoon”.
- Know that we respond to greetings politely e.g. When asked “How are you?” that it is polite to respond e.g. “I’m well, thank you. How are you?”
- Know that they should wait for their turn to speak, not interrupting a conversation and waiting for someone to finish speaking before responding.

## 2. Calm Cloakrooms

	No talking.
	Use peg and pigeonhole.
	Clear floors.
	No litter.
	Maximum capacity of

How we **behave** in cloakrooms:






**Adults will:**

- Ensure children are supervised when using Cloakroom areas.
- Remind children to follow the Five Calm Cloakroom rules.
- Provide a name label so every child knows where to store their belongings.
- Ensure the maximum capacity of their Cloakroom has been clearly marked on their Calm Cloakroom poster.

**Children will:**

- Use cloakrooms in silence.
- Ensure their belongings are hung appropriately on pegs or stored in pigeonholes.
- Keep their belongings stored away. In the event they see an item on the floor, they will pick this up and place it on the nearest bench. This is so floors are kept clear of trip hazards.
- Not leave litter in the Cloakroom. Packaging from healthy playtime snacks will be thrown away in a bin. Any waste in lunchboxes will be thrown away in the Dining Hall bin.
- Ensure they adhere to the maximum capacity of their cloakroom.

### 3. Wonderful Walking

	Walk in a straight line.
	Face forwards.
	Hands by your sides.
	No talking.
	No leaning on walls.

How we **move** around school:






**Adults will:**

- *Recognise* and *thank* children who are demonstrating Wonderful Walking.
- Ensure the children in their class know whether to walk in ones or twos. It may be helpful to have an agreed line order which will be used whenever they need to move around the school. Wherever possible, one adult should be at the front of the line and another at the back.
- Model Wonderful Walking when moving around schools. This includes not talking to colleagues or excessively loudly to children. If a conversation is necessary, this should be done in the nearest room.

**Children will:**

- Walk in a straight line when moving around school, in either ones or twos as directed by the class teacher.
- Face forwards so they can see where they are going to avoid collisions.
- Walk with hands by their sides to encourage them not to touch others or displays as they move through school.
- Walk in silence. This is so other people's work or learning is not disrupted.
- Ensure they do not lean on the walls. This stops the walls from getting dirty and helps to prevent displays from being ripped and damaged.

## 4. Super Sitting

	Enter in silence.
	Stand ready to sit in silence.
	Sit when asked.
	Tennis ball posture.
	Hands on your lap
	Ready for Lovely Listening

How we ***seat ourselves*** to pay attention:

**Adults will:**


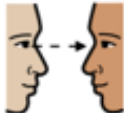



- Ensure all children enter the classroom silently after play time, assemblies, lunchtime etc.
- Ensure children know where to go when entering the room, e.g. carpet space, tables. Once in position, the adults will invite children to sit.
- Assign carpet spaces if deemed appropriate.

**Children will:**

- Enter the classroom in silence.
- Listen to the teacher's instructions as they enter the room so they know where they need to be.
- Stand ready to sit, waiting in silence.
- Sit sensibly when asked by an adult.
- Maintain the 'tennis ball' posture; i.e. sit straight imagining they are to balance a tennis ball on top of their head.
- Place hands on laps.
- Show the teacher they are ready for learning by demonstrating *Lovely Listening*.



## 5. Lovely Listening

	Start in silence
	Face the speaker
	One speaker at a time
	Give proof of listening
	Track every speaker

How we **pay attention** to the speaker:





### **Adults will:**

- Be ready and organised so each activity/lesson can begin on time without children waiting unnecessarily.
- Ensure children are seated appropriately, facing the front so they can see the speaker clearly. When the children are asked to talk in pairs, for Early Years, Year 1 and Year 2 use the phrase “*Eyes to eyes, knees to knees*” to begin the talk. This means children will need to physically move their bodies so they are facing their talk partner. For Year 3 to Year 6, use the phrase “*Turn and talk*” which will be a cue for children to face their talk partner.
- Deploy a range of strategies to maintain high levels of concentration including the use of visualisers for live modelling, effective use of interactive whiteboards, and a range of assessment for learning strategies, for example: *cold calling, think, pair, share* and *show-me boards*.

### **Children will:**

- Be silent at the beginning of each lesson so learning can begin quickly.
- Always face the speaker when speaking to others.
- Wait their turn so only one person is speaking at any one time.
- Give proof of listening by maintaining good eye contact, using body language and gestures, and answering/asking appropriate questions.
- Track the speaker. This means looking at the person who is talking – both adults and children.

## 6. Task Toolkit

	Try to work independently.
	Use classroom clues and resources.
	Ask your neighbour.
	Ask a Teaching Assistant or adult.
	Speak to the teacher.

How we will **complete our learning tasks**:

### **Adults will:**

- Ensure all lessons begin with retrieval practice so that prior learning becomes embedded.
- Ensure learning is relevant and adapted so it is accessible for all pupils.
- Ensure new learning is explicitly modelled so all children know how to be successful.
- Ensure new learning is presented using *Steps to Success*.
- Provide pupils with appropriate resources and equipment in order to complete a given task.
- Allow children to get resources independently, for example dictionary, protractor, atlas etc.
- Provide pupils with the opportunity to practice and apply new learning.

### **Children will:**

- Know that they should attempt to work independently using the *Steps to Success* and the model where applicable.
- Know which resources they have access to in order to aid their learning.
- Know how to ask someone in their group for advice without disturbing others.
- Know which other adults are available to help them e.g. teaching assistant, student, office staff or pastoral staff or a parent at home.
- Ask the teacher to clarify the learning if they still don't understand.

## 7. Peaceful Prayer

	Walk in prayerful silence.
	Carry a candle to show Jesus is with us.
	Stand in line until asked to sit and get ready to pray.
	Join in when invited, listen actively and show interest.
	Leave in silence, considering the mission.

How we are ***prayerful around school:***

**Adults will:**

- Model entering into prayer in silence and with reverence.
- Provide children with a candle for them to carry as they enter Celebration of the word.
- Ensure children know that once in the prayer space identified, they stand and wait to be invited to sit.
- Join in fully with prayerful moments.

**Children will:**

- Enter a prayer space quietly and with reverence.
- Walk sensibly with their candle as they enter Celebration of the word.
- Stand patiently and wait for their teacher to invite them to sit.
- Sit sensibly when invited to by an adult.
- Join in with all prayerful moments.
- Leave in silence thinking about how they can live out the mission.

## 8. Perfect Play:

	Wonderful walking from the classroom to the cloakroom.
	Calm cloakrooms – get all of the things you need.
	Follow the Play Charter to guide your play.
	Speak to an adult on duty if help is needed.
	Put everything away when the whistle blows.
	Wonderful Walking and Calm Cloakrooms back to class.

How we **interact** with others at play:








### **Adults will:**

- Enforce the expectation that children are Wonderful Walking when moving around the inside of the school.
- Ensure children are adhering to Calm Cloakroom expectations.
- Know the OPAL Play Charter and use this when guiding children in their play.
- Ensure all children are actively involved in tidying up when the whistle blows at the end of lunchtime.

### **Children will:**

- Use Wonderful Walking when moving around the inside of the school.
- Ensure they adhere to our Calm Cloakroom expectations.
- Ensure their lunchtime behaviour and play is in-line with expectations outlined in our OPAL Play Charter.
- Listen and respond appropriately to the instructions of a member of the Play Team during lunchtimes.
- Ensure they are actively involved in tidying up when the whistle blows at the end of playtime and lunchtime.
- Ensure they leave the playground promptly so they return to class on time for registration.
- Ensure they adhere to the expectations of Wonderful Walking and Calm Cloakrooms.

## 9. Free-flow Feasting

	Check if it is a good time for you to eat.
	Line up patiently, facing forward and managing the space and your volume.
	Greet the kitchen staff and use manners to ask for your dinner.
	Use table manners while eating.
	Clean up your space after you have finished.
	Thank the kitchen staff for the food.
	Wonderful walking to leave the dining room.

How we ***manage ourselves in the Dining Room:***

### **Adults will:**

- Help the children to try new foods and eat as much as they can.
- Greet the children as they enter the Dining Room.
- Remind the children to face forward when lining up.
- Help and support the children when necessary, for example, with packaging or to cut food.
- Remind and thank children for cleaning up their space once finished.

### **Children will:**

- Check to make sure the queue isn't too long when entering the Dining Room.
- Move around the Dining Room using Wonderful Walking.
- Line up patiently, facing the front so that space and volume can be effectively managed.
- Be courteous when speaking to the kitchen staff, remembering to use manners to ask for dinner.
- Use table manners when eating. This includes not talking with food in their mouth, using a knife to cut, eating with a closed mouth, and trying not to drop items on the floor.
- Clean up their space after finishing. This means taking plates, cutlery and cups to the hatch and ensuring all waste is put in a dustbin.
- Thank the kitchen staff for their food.
- Leave the Dining Room sensibly using Wonderful Walking.