



**St Joseph's Catholic Infant
School**

Behaviour Curriculum

2024-25

Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Pre-school to Y2	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 Catholic Infant School, we develop children’s character and self-regulation through our behaviour curriculum which is rooted in Christ’s teaching and based on Gospel values. 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, and 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 two weeks in the Autumn term alongside the traditional National Curriculum subjects and as an integral part of the Early Year curriculum. 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, 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

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
<ul style="list-style-type: none"> • Listening to others • Following instructions from an adult • 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 • Valuing differences • Valuing our efforts as well as our achievements 	<ul style="list-style-type: none"> • Working hard • Being honest • Saying sorry • Recognising that part of learning is making mistakes • 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 	<ul style="list-style-type: none"> • Being gentle • By looking after property • 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 • Use equipment appropriately and for its intended purpose

Our Routines

Gaining Attention

Our staff use a tambourine to gain the attention of the children. When pupils hear this, they should respond by being silent, being still and looking at the teacher.

Safe Walking

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.

Know that we walk around school using Safe Walking and that Safe Walking means –

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

Respectful Listening

Know that we use Respectful Listening in class. This means that we –

- Sit or stand still
- Give attention to the adult speaking
- Listen to others who are talking without interrupting
- Wait for our turn to speak

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
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice

Arriving at school at the beginning of the day

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, put my lunchbox on the trolley and put my water bottle and reading bag away

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

Know that when I have entered the classroom, I start my first activity

Transitioning within a lesson and at the end of a lesson

Know that when the teacher shakes the tambourine, I should stop what I am doing and track the teacher

Know that when the teacher signals **(1) I should stand up**

Know that when the teacher signals **(2) I should follow the teacher's instruction in silence**

Know that when the teacher signals **(3) I should sit down**

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 it is kind to include people in my games and share 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 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 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 empty any left-over food into the correct bin

Know that once I have cleared my plate, I use Safe Walking from the dining hall to get my coat and go to the playground

Completing work/activity

When prompted, I sensibly and safely collect the right equipment

I keep my work area tidy

I put away resources no longer needed

I look after my books

I look after others' books and work

I know not to doodle on my or others' work or furniture

I complete tasks within the given time

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

End of the day routine

Pre-School Know that when the adult signals I should collect my things for home, line up one behind the other and listen for my name to be called so that I can go to the door to meet my grown up
Know that I use Safe Walking when moving to get my belongings and line up

Reception Know that when the adult signals my group I should collect my things for home quickly and calmly, sit at my home place and listen for my name to be called so that I can go to the door to meet my grown up
Know that I use Safe Walking when moving to get my belongings and to travel to my home space

**Year 1 &
Year 2** Know that when the adult signals I should collect my things for home quietly and calmly, sit at my home place and listen for my name to be called so that I can go to the door to meet my grown up
Know that I use Safe Walking when moving to get my belongings and to travel to my table place

General classroom expectations

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

Know that I should use the toilet at break and lunchtime

Know that I must ask permission from the teacher in lessons before going into the toilets and take the band as I leave the classroom

Know that my water bottle must be kept in the basket in the classroom

Know that I have a responsibility to help to keep the classroom tidy

Know that I should respect the people around me