



St Anne's RC Primary

'We Grow Together in God's Love'



Behaviour Curriculum

Updated Sept 2025

Introduction:

At St Anne's we develop children's character through our Gospel values which promote the core behaviours we adhere to in order to become stewards of Christ. Our core values are:

Love, Responsibility and Respect.

By showing these core values to one another we live out our mission statement of '**Growing Together in God's love**'. We believe if our children are exposed to and practice living out our values, their behaviours become ingrained and positively shapes how they feel about themselves and how others perceive them.

How do we Teach a Curriculum for Behaviour?

As educationalist Tom Bennett describes, the process for teaching behaviour explicitly, leaders need to:

1. Identify the routines they want to see
2. Communicate expectations in detail to staff in to staff
3. Practise the routines until everyone can do them
4. Reinforce, maintain and monitor the routines constantly

The St Anne's behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum and then subsequently in the first week of every new half term. Just like academic subjects our expectation is that children should learn the content of the curriculum so that they can recall the information and act upon it. Opportunities to reinforce behaviours for learning are taken by all staff as the children navigate the school week. At the start of each half term, the curriculum expectations and behaviours for learning are revisited with pupils and will continue to be reinforced throughout the school year. It is



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essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards in learning behaviours that we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn.

Adaptations

While this curriculum is intended 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 always be applied when teaching the behaviour curriculum. The SENCO and the Deputy Head meet regularly to discuss adaptations for children with such needs providing support if necessary. They advocate the recommendation in the EEF 'Improving Behaviour in Schools' "Every Pupil should have a supportive relationship with a member of school staff"

Our school Rules

Our school rules have been written in consultation with parents, staff and children to ensure that everyone in our St Anne's family can adhere to the school rules. The children know the rules, and the rewards and consequences. Rules are displayed in every classroom and are referred to by the class teacher and in weekly Gospel and Celebration Assemblies.

Our school rules are:

1. **Show love, responsibility and respect in all that we do.**
2. **Follow instructions first time, every time.**
3. **Always remember our manners.**
4. **Treat others as you wish to be treated (Luke 6:31)**

Our rewards:

- 1- **Praise**
- 2- **Dojos***
- 3- **Certificates in assembly**
- 4- **Responsibilities**



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5- Stickers from Headteacher

***Each term winner from each class get prize. Each term the class who has the most wins treat (KS1/EYFS and KS2)**

Consequences:

- 1- 1st Warning**
- 2- 2nd Warning**
- 3- Miss break time (Reconciliation room with SLT)**
- 4- Sent to Headteacher/deputy head teacher (parents informed and privileges revoked)**

Example of what our school rules look like in practice:



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Show Love	Show Responsibility	Show respect	Follow instructions first time, every time	Always remember your manners	Treat others as you wish to be treated
<i>Talking kindly to others</i> <i>Sharing</i> <i>Not hurting others</i> <i>Being kind</i>	<i>Taking responsibility for your actions</i> <i>Saying sorry</i> <i>Always doing your best</i> <i>Having pride in your work</i> <i>Asking an adult to go to the bathroom</i> <i>Using equipment appropriately</i>	<i>Giving the teacher 100% of your attention</i> <i>Respecting other opinions</i> <i>Looking after equipment and playground equipment</i> <i>Tidying up after yourselves</i> <i>Ensuring classroom, cloakroom and communal areas are tidy</i> <i>Celebrating other achievements by applause</i>	<i>Listening carefully to adults</i> <i>Doing as you have been asked first time</i>	<i>Saying please and thank you</i> <i>Holding the doors open for others</i> <i>Saying good morning/ good afternoon to adults and each other</i>	<i>Question: Would Jesus do that?</i>

Moving around school:

At St Anne's we walk around school safely using listening locks. Children are taught explicitly to know that super walking means

- · facing forwards,
- · walking at with their listening locks,
- · walking in a straight line, one behind the other



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➤ we walk on the left of the corridor

We use listening locks to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Dining Hall Expectations

At St Anne's, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes which are celebrated weekly with our marvellous manner certificates and Friday's top table

Staff modelling and expectation

We use the silent signals to line up in class to go into the dinner hall from the classroom

- 1- Stand up, (put your chair in), listening locks
Hand gesture and simple instruction eg: line up/lunchtime

The teacher then leads the children into the hall and gets the children seated again using silent signal

- 1- Stand up behind chair
- 3-Sit down

The children in small groups are then directed to line up for their lunch

Once half of the children have finished their lunch staff again will use the silent signal for children to exit the hall to play outside

- 1- Stand up, (put your chair in), listening locks
Hand gesture and simple instruction eg: line up/lunchtime



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The children are expected to:

- Lining up sensibly
- Following instructions – first time, every time
- Using good manners always
- Talking politely and at a moderate volume with the other pupils on the table
 - Making a conscious effort to eat lunch within the time allocated
- Asking an adult before moving on to eat dessert (KS1)
- Informing an adult of any spillages
- Tidying up, taking their rubbish/uneaten food home in the lunch box.
- Using listening locks for transitions hall and playground and the hall/classroom
- Using the toilet before entering the playground after lunch

Playground expectations

Staff modelling and expectation

We use the silent signals to line up in class to go outside for play

- 1- Stand up, (put your chair in), listening locks
Hand gesture and simple instruction eg: line up/playtime

The teacher then leads the children onto the playground and hands over to member of staff on duty

Once playtime/lunch time is finished the staff blow whistle once for children to stop playing and again to line up.

The teacher then meets the children on the playground and brings them back into class using listening locks starting with Year 6



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Children are expected to:

- Have fun with one another playing fairly
- Follow instructions given by an adult – first time, every time
 - To show respect to others always
- Look after equipment and playing sensibly with it
- Tidy up equipment at the end of break times and lunchtimes
- Put litter in the bin provided
- Be kind and helpful
 - Line up smartly and walk into school calmly
- use listening locks when entering/exiting the playground

Lunch/playtime provision

Play Leaders' Responsibilities

Play Leaders will be responsible for overseeing the activities during lunchtime. They will ensure that all children are engaged in play and that the activities run smoothly and safely.

Play Boxes

Each play box will contain all the necessary equipment for various activities, a list of rules, and a list of the equipment included. The activities available will include:

- Football
- Tennis
- Playbox



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- Sandpit
- Chill Out Area
- Swingball
- Gardening
- Hockey
- Basketball

Equipment Management

- For **Key Stage 1 (KS1)**, staff will bring the play boxes from the shed when they go for lunch.
- For **Key Stage 2 (KS2)**, Play Leaders will take the KS2 boxes out at **12:30 PM**.

Schedule

- The whistle will blow at **1:10 PM** to signal that children should tidy up.
- After tidying, the Play Leaders will pack the equipment away and return it to the shed.

Implementation

This new lunchtime provision will be introduced to the children in stages in **September 2025** and will be rolled out over the first half term. This phased approach will ensure that all children understand the rules and expectations associated with the new play activities.



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Assembly Expectations

Assemblies provide an opportunity to reinforce the St Anne's ethos, values and mission statement. Our school community typically gathers together twice each week.

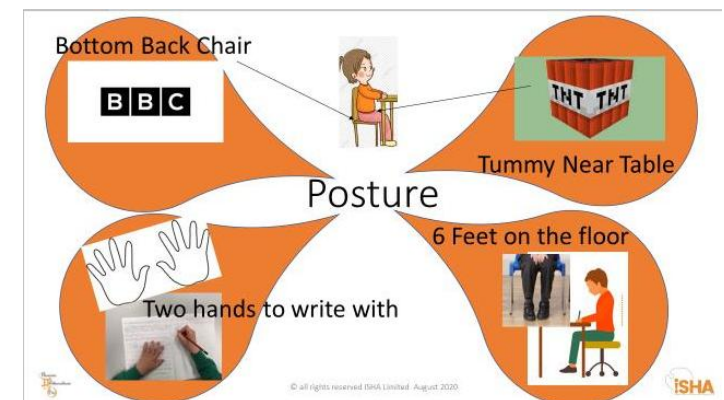
Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently, with joined hands
- Lining up in the allocated position for their class, leaving space between themselves and the person in front and to the side- elbows out
- . ➤ Waiting to be instructed to sit down by a member of teaching staff
- Showing reverence during worship and prayer
- Joining in with songs and hymns
- Celebrating the success of others through applause
- Standing up silently, with joined hands, at the end of assembly when instructed to do so
- once out of the hall walking back to class using listening locks

Class room routines and behaviours

In class we use the following to ensure behaviour is conducive to learning and is safe

- BBC- Bottom back on chair
- TNT- Tummy near table
- 6 feet on the floor- chair and feet
- Two hands to write with
- Track the teacher.





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No shouting policy and silent signals:

At our school, we operate a non-shouting policy that emphasises the use of effective silent signals to ensure consistency in behaviour management. This approach reduces the need for teachers to raise their voices to gain children's attention, promoting a calm ethos throughout the school. By establishing these routines, we create an environment where children feel secure and clearly understand expectations. This method not only enhances behaviour management but also fosters a learning atmosphere that allows children to focus on their studies without unnecessary distractions. Consistent use of silent signals empowers both staff and children, reinforcing positive behaviours and contributing to a harmonious school culture.

The Silent Signals:

We need children's minds to be free to learn. When everyone uses the same routines effectively, children engage more confidently with their learning. The silent signals allow for a calm, structured environment so Afl strategies (The Talk Routine) can be used effectively without disruptions. Children know the expectations and new staff can easily slip into the established routines.

Team Stop Signal

1. Hold one hand in the air with a flat palm
2. Scan the room to check every child:
 - raises one hand in response
 - check others have also raised their hand.
 - looks attentively at you
 - sits up tall beside their partners
3. Lower your hand deliberately – smile and nod



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- scan to check everybody is looking at you attentively, ready to listen.
- do not start talking until you have their attention
- challenge the children to respond to the signal in under 5 seconds

Turn to your partner (TTYP) signal:

1. Partner work should be used consistently in all lessons
2. Hold both hands pointing forward as if they are two open gates
3. Close the gates as soon as you have finished asking the question
4. Children turn their heads towards their partners not their whole body or chair

Perfect Partner Signal

- Run one hand down the outside of your opposite arm
- Remind children to sit up straight beside their partner, ready to turn and talk.

MY Turn Your Turn (MTYT)

- Use this silent signal when you want the children to repeat something after you.
- MT is adults and not the children's they do not need to join in.
- MT Gesture to yourself with one or two hands
- YT gesture to the children with one or two open palms



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Magnet Eyes

- When you want to be sure that the children are listening, point to your eyes with two fingers.
- Eyes on yours with still bodies

1,2,3 Signal

1: Hold up one finger: children stand

- Stand up on the carpet
- Stand up behind chairs in class
- Stand up behind chairs in dinner hall

2: Hold up two fingers: children walk

- Walk from the carpet to behind chairs or from behind chairs to carpet (EYFS and KS1)
- Walk from standing behind their chairs to line up – for play after lunch

3: Hold up 3 fingers:

- Children sit down – on carpet / chair

Silent Handwriting Signal:

- Hold up a pencil (real or imaginary) with the non writing hand flat holding imaginary paper

The signal indicates how children should sit:

- Feet flat on the floor and bottom at the back of the chair
- Body one fist away from the table



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- Shoulders down and relaxed
- Left / right hand holds the page, left/right hand holds the pencil – ready in a tripod grip

Uniform

Correct school uniform is an essential part of the behaviour curriculum. Expectations are that children come to school every day wearing school colours and the correct attire.

School Uniform

- **Grey or black smart trousers* no leggings/tracksuit bottoms allowed**
- Grey or black knee length skirt
- Grey or black shorts (knee length)
- White shirt or polo shirt
- Navy blue sweatshirt with school logo
- Black, grey or white socks
- Blue summer dresses (knee length)
- **Black shoes**

PE Uniform

- Black shorts and yellow t-shirt or polo shirt.
- Black pumps (these can also be used for indoors in the event of bad weather.)

Other uniform

- Children (Reception to Year 6) must have a St. Anne's/plain reading folder/book bag available from school office. **Due to health and safety no other bags, including rucksacks are allowed.**
- Children must have a PE bag with their name marked on it available from the school office



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- All clothing should be marked with the child's name inside the collar. Shoes and pumps need to be marked with names.
- NO jewellery is allowed. If ears are pierced, small studs may be worn- no hoops allowed for safety reasons.
- NO acrylic nails or nail varnish allowed.
- A watch may be worn. NO smart watches.
- All long hair must be tied back
- Only plain headband/small blue bows allowed
- No coloured extensions can be worn or weaved through hair- only natural hair coloured weaves/braids are allowed

Summary

We are extremely proud of our children at St Anne's. They know that our behaviour curriculum must always be followed in order to acquire and develop those positive habits that enable us to become better learners and ultimately morally responsible adults

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Appendices



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St Anne's Behaviour Policy

St Anne's Anti- Bullying Policy

St Anne's Uniform Policy

References

'Running the Room' Tom Bennett

Education Endowment Foundation 'Behaviour in Schools'

Education Endowment Foundation 'SEND in mainstream'