



Excellent Behaviour Curriculum

2022-23

The 'TPS Way' Excellent Behaviour Curriculum

Introduction

At Telford Priory School, we want to develop students' conduct and character and ensure that they embody the Priory Values. We will do this through the 'TPS Way' Excellent Behaviour Curriculum (and through our Global Citizenship programme). In order to build character, we define the behaviours, routines and habits that we expect students to demonstrate. We want to support our students to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as students practise these behaviours, over time they will become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Durant states, "We are what we repeatedly do. **Excellence**, then, is not an act, but a habit."

Teaching the Curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Students should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half-term, the 'TPS Way' curriculum is revisited with students and will continue to be reinforced throughout the year as and when necessary. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular practising and quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure students have opportunities to practise them (particularly in the first few days of term). It is expected that all students will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows:

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

It is important that all school staff know the details of this curriculum; teach it explicitly to students and continuously maintain the high standards we set. By doing so, we support each other to create a culture where students feel safe and can learn in an optimised environment; where teachers are free to teach unimpeded and where students leave our school as well-rounded, polite, respectful and **excellent global citizens**.

Adaptations

While this curriculum is for all students, it may be applied differently depending on individual students' **SEND** needs. For example, students who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied when teaching the curriculum. Any adaptations for specific students will be outlined in their Access to Learning plan.

Curriculum Content

- To be covered in depth in Autumn Term 1 and revisited throughout the year
- It is a collection of **KNOWLEDGE** and **SKILLS** which must be:
 - taught explicitly;
 - practised until everyone knows and can do them;
 - maintained by everyone;
 - revisited regularly.

Three Fundamental Principles

Students must **KNOW** that there are three fundamental behaviour principles in school. These are to:

- be **respectful**;
- be **responsible**;
- be **ready to learn**.

Students must **KNOW** the **basics*** of these three principles:

Be respectful

- Say please and thank you
- Hold doors open for each other
- Talk kindly to other students and adults
- Say good morning/ afternoon to other students and adults

Be responsible

- Complete homework on time (and ask for support, if needed, in good time)
- Be fully equipped for school
- Tidy up after yourself
- Accept responsibility if you make a mistake and apologise

Be ready to learn

- Have all equipment out at the start of every lesson
- Sit still
- Listen carefully to the teacher
- Give the teacher 100% of your attention
- Work hard on tasks given
- Be in the right place at the right time

**More detail to follow.*

Students must **KNOW** that:

- being responsible means being able to be trusted to do the right things that are expected of them without supervision;
- being responsible means following **ALL** school rules at **ALL** times;
- being responsible means knowing where they are meant to be at all times (they should always have their timetable);

- our line-ups are **excellent**: single file, one behind the other, no gaps;
- our transitioning to and between classes, to and from break and lunch, and out of the building is **excellent**: single file, one behind the other, no gaps;
- our starts to lessons are **excellent**: meet, greet, neat, seat;
- our ends to lessons are **excellent**: neat, feet, smart, depart;
- our contributions to lessons are **excellent**: no shouting out, hands up (or cold call), responding respectfully to teacher and other students;
- our listening is **excellent**: SLANT

Excellent manners

Students must **KNOW** that they should always:

- say 'please' when they ask for something;
- say 'thank you' when they receive something, or someone does something nice for them;
- hold doors open for people;
- say 'Good morning/afternoon' to people;
- give eye contact to the person they are talking to (when and where possible);
- show gratitude by thanking people for what they have done for them.

Excellent social time behaviour

Students must **KNOW** that they should always:

- transition around the building **excellently** (single file, one behind the other, no gaps);
- line-up to buy food **excellently** (single file, one behind the other, no gaps);
- socialise safely without hurting anyone (whether they are playing a game or just chatting);
- not 'play fight' or place their hands on someone as they may hurt someone by accident;
- behave in a gentle, caring, and helpful way towards other people;
- not access the school building (beyond the canteen and toilets) unless they have permission to do so (it is essential we all respect the lessons that may be occurring at this time);
- line up quickly and **excellently** at the end of break and lunch when called to do so (single file, one behind the other, no gaps, no talking).

Excellent classroom routines

Students must **KNOW** that they should always:

- line up outside a classroom without leaning against the walls;
- enter the classroom and get ready to work quickly in accordance with the routine (**meet, greet, neat, seat**);
- sit in accordance with the assigned seating plan;
- go to the toilet during social time (not during lesson time);
- get their equipment out immediately, ready for the lesson;
- put their hand up to answer a question or participate in discussion (no calling out);
- speak loudly and clearly in class when sharing answers so that everyone can hear;
- listen respectfully to the contributions of other people;
- raise their hand and wait quietly when they need help;
- that answers should usually be given in full sentences;
- *attempt* all work and not give up quickly (**perseverance**);

- remain seated unless otherwise instructed;
- follow instructions and expectations of their teachers/other adults;
- follow the end of lesson routine (**neat, feet, smart, depart**).

Excellent completion of work in books

Students must **KNOW**:

- how to set out work in books according to the 'TPS Presentation Way';
- that each piece of work needs a date and title;
- to underline titles, dates and sub-headings using a ruler;
- to correct mistakes by drawing a straight line through your work.

Excellent school uniform

Students must **KNOW** that:

- the formal school uniform consists of:
 - tailored black trousers (not cropped, not lycra) or pleated black skirt
 - white shirt
 - tie
 - proper school shoes;
- the school PE kit consists of:
 - plain black tracksuit bottoms or shorts
 - school PE polo shirt
 - school zip up sweatshirt (or PLAIN black sweatshirt – no logos)
 - appropriate training shoes;
- all shirts must be tucked in;
- the uniform should not be accessorised in any way;
- on health and safety grounds, they are not allowed to wear jewellery in school except for one pair of earring studs or small sleepers in pierced ears, one ring, small objects of religious significance and a watch (bracelets, other than karas or charity bands, are not allowed).
- makeup must be minimal and discrete (no coloured lipstick, no fake lashes);
- nails must be kept short and nude/beige/neutral in colour;
- hair colours must be natural and patterns must not be shaved into hair.

Excellent attendance and punctuality

Students must **KNOW** that:

- they should attend school every day;
- they should arrive at school on time every day;
- they should arrive at **ALL** lessons on time;
- attending school on time every day is important so that they do not miss important learning.

Excellent behaviour during other settings, circumstances and events

Students must **KNOW** that:

- they are expected to behave in accordance with the rules, routines and traditions set out and explicitly taught by their teachers in relation to the setting, circumstance or event taking place (these include but are not limited to: assemblies, fire drills, remembrance service, examinations, the library, school trips etc).

Excellent behaviour outside of school

Students must **KNOW** that:

- when they are wearing their school uniform, they are representing the school community and must always behave responsibly and respectfully;
- they should be considerate of other people arriving and leaving school;
- being considerate means thinking about other people's needs, wishes and feelings;
- examples of being considerate on the way home include walking not running, giving people plenty of space, being polite to members of the public, providing assistance to people if they need it;
- that the 'TPS Way' curriculum must be followed at all times;
- they follow the 'TPS Way' curriculum to become **better learners; to build positive habits which will help them to be successful throughout life and to become excellent global citizens.**