



# St. Gregory's Catholic Primary School

*Together, in Jesus, we Love, Learn, Create and Celebrate!*



## St. Gregory's Behaviour Curriculum

At St. Gregory's, our **Fullness of Life** Curriculum is built on the belief that every child is a unique and cherished individual, created in God's image. Through our carefully designed learning experiences, we nurture the whole child—academically, socially, emotionally, and spiritually—so that they feel a deep sense of belonging, know and grow in God's love, and develop the confidence to thrive in an ever-changing world.

Flowing from our Fullness of Life offer, our **St. Gregory's Way to Thrive and Shine** Curriculum ensures that every child has the opportunity to develop their gifts and talents, grow in character, and become a light to others. We inspire them to live with purpose, serve their communities, and make a meaningful, positive impact on the world around them. **Exemplary behaviour is a key part of our children thriving.** Our behaviour curriculum and approach is not about compliance; it's about **setting our children up for success in all its every sense.** Through clear expectations, routines, and opportunities for all staff and children to rehearse, model, and refine these behaviours, we ensure that our pupils understand **how** and **why** we behave. Frequent opportunities to practice these behaviours help them become intrinsic to daily life. Our behaviour curriculum is designed to be accessible for pupils from Nursery to Year Six, with adaptations to support all pupils, including those with SEND and additional needs—**we aspire for every child to thrive and shine.**

Rooted in our faith and values, our approach ensures that children do not simply succeed in school but flourish in life, stepping forward with wisdom, compassion, and joy to live life in all its fullness.

Upon entry to St. Gregory's, children are explicitly taught the routines which will set them up for success and enable them to thrive and shine as they move through and beyond St. Gregory's.

School leaders and staff take opportunities to refresh our children's knowledge and practice of our Behaviour Curriculum through multiple 'Refresh and Reset' weeks throughout the school year, for every year group.

### Our Four School Rules: Be Ready, Be Respectful, Be Loving and Be Safe

Our school rules have been drawn out and decided upon in consultation with children, staff and parents.

Explicit Routines; Relentless in Rationale	High Expectations
<p><b>1,2,3</b></p> <ol style="list-style-type: none"> <li>1 - Stand up</li> <li>2 - turn to face the direction you will travel</li> <li>3 - Walk into line</li> </ol> <p><b>All Greet; Classroom Entry and Do-Now</b></p> <ul style="list-style-type: none"> <li>• Teacher stands at the threshold of classroom and greets each child.</li> <li>• Children enter the classroom quietly, following routines for putting equipment/belongings away.</li> <li>• Child engages in the task in silence.</li> </ul> <p><b>KS1 Attention: 1, 2, 3, Eyes on me...</b></p> <ul style="list-style-type: none"> <li>• Teacher calls out "1, 2, 3, eyes on me."</li> <li>• Children respond with "1, 2, eyes on you"</li> <li>• As they respond, children hear and stop what they are doing, emptying hands and giving the calling adult full attention.</li> </ul> <p><b>KS2 Attention: 'STOP' Hand Signal (KS2)</b></p> <ul style="list-style-type: none"> <li>• Teacher holds up hand, palm facing the children (STOP Signal)</li> <li>• Children notice teacher showing STOP signal</li> <li>• Children stop what they are doing, emptying hands, ensuring magnet eyes</li> <li>• Children also show STOP signal</li> </ul> <p><i>Teachers will establish clear routines for learning in their classroom</i></p> <p><i>e.g. giving out of books, packing away at the end of a lesson, transitioning to/from break/end of day, collecting/returning lunch boxes.</i></p> <p><i>Teaching staff will be relentless in our shared rationale - sharing <u>why</u> we behave the way we do.</i></p>	<p><b>SLANT</b></p> <ul style="list-style-type: none"> <li>S - Sit up straight</li> <li>L - Listen carefully</li> <li>A - Ask and answer questions</li> <li>N - Nod your head</li> <li>T - track the speaker</li> </ul> <p><b>Wonderful Walking &amp; Wonderful Waiting</b></p> <ul style="list-style-type: none"> <li>Facing forwards</li> <li>At a steady pace</li> <li>In a straight line</li> <li>With arms by our sides</li> <li>Without talking</li> </ul> <p><b>Oracy</b></p> <p><b>Listening - valuing the ideas of others</b></p> <ul style="list-style-type: none"> <li>Listen carefully</li> <li>Summarise and ask questions</li> <li>Make eye contact</li> <li>Body language (expression and nodding)</li> </ul> <p><b>Speaking - making valuable contributions</b></p> <ul style="list-style-type: none"> <li>ABC - Agree, Build on and Challenge</li> <li>Be prepared to change our mind</li> <li>Invite others into our discussion</li> <li>Try to reach a shared agreement</li> </ul> <p><b>Greeting others politely - Morning/Afternoon</b> (with children and adults alike)</p> <p><b>Consistent manners - please and thank you</b> (with children and adults alike)</p>



# EYES: Explicit Routines and Relentless Rationale, with High Expectations for All

'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.'



## In Nursery & Reception classrooms, you will see us:

- Accessing clearly organized areas of provision.
- Cooperating during play using kind hands and good sharing, with adults modelling and supporting as needed.
- Treating our environment and equipment with care.
- Taking turns in conversation and answering adult questions, with adults modelling and supporting as needed.
- Wonderful walking as we move between various areas of provision.
- Using our indoor voices.
- Using kind hands, kind feet and kind words.
- Sitting up, responding to 'eyes on me' when an adult is ready to talk to us; we will grow to respond to '1, 2, 3 eyes on me' with '1, 2 eyes on you'.
- Using good manners: yes please, thank you, no thank you.

## You won't see:

- Swinging on chairs
- Shouting or screaming
- Talking whilst the teacher is
- Disrupting others
- Fiddling with resources during adult led tasks; circle time, collective worship etc

## Playing outside, you will see us:

- Using kind hands, kind feet and kind words.
- Using good manners: please, thank you, no thank you.
- Taking part in different activities.
- Treating our environment and equipment with care.
- Lining up sensibly when it is time to come back indoors.

## You won't see:

- Taking part in rough play
- Using unkind words
- Going indoors, without asking an adult
- Running into the line
- Pushing each other
- Shouting or screaming

## Walking around school, you will see us:

- Wonderful walking - Facing forwards; straight line; arms by our sides.
- Using eye contact when somebody is talking to you.
- Using good manners; yes please, thank you, no thank you.
- Using our indoor voices.

## You won't see:

- Shouting or screaming
- Being silly in the corridors

## During Lunch time, you will see us:

- Wonderful walking at the end of lunch ready for outdoor play.
- Wonderful waiting when we need help.
- Using indoor voices.
- Sitting upright and eating over the table.
- Saying please and thank you to adults who help us.

## You won't see:

- Getting out of our seats when eating.
- Being silly
- Talking loudly



# KSI & KS2: Explicit Routines and Relentless Rationale, with High Expectations for All

*'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.'*



<p><b>In our classrooms, you will see us:</b></p> <ul style="list-style-type: none"> <li>• SLANTing</li> <li>• In KSI, we stop with '1, 2, eyes on you'; In KS2, we stop with the hand signal</li> <li>• Using 1, 2, 3 to line up sensibly</li> <li>• Starting our task as soon as we enter the classrooms</li> <li>• Ensuring we are prepared for and ready for learning</li> <li>• Clear, clutter-free desks</li> <li>• Working independently - you might see us taking notes</li> <li>• Using '3 before me' - we can be both independent, collaborative and problem solvers</li> <li>• Staying on task</li> <li>• Taking pride in the presentation of our work</li> <li>• Treating our environment and equipment with respect</li> <li>• Taking part in discussion; showing an interest and valuing the ideas of others</li> </ul>	<p><b>Walking around school, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking - Facing forwards; steady pace; straight line; arms by our sides</li> <li>• Holding doors open - allow others through a doorway before walking through yourself</li> <li>• Greeting people politely - saying 'Good Morning' or 'Good Afternoon'.</li> <li>• Using eye contact when somebody is talking to you</li> <li>• Using 'please' when asking for something</li> <li>• Using 'thank you' and showing gratitude when somebody does something nice for you</li> <li>• Standing aside to let people past -</li> <li>• Being mindful of other learners around us</li> <li>• Going back to our classrooms as soon as possible</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Swinging on chairs</li> <li>• Calling out</li> <li>• Talking whilst the teacher is</li> <li>• Disrupting others</li> <li>• Fiddling with items on our desk (unless agreed with my teacher)</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Being silly in the corridors</li> <li>• Wandering around</li> </ul>
<p><b>Playing outside, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Treating others with kindness</li> <li>• Demonstrating respect to all children and adults</li> <li>• Trying to resolve any disagreements independently and respectfully (3 before me)</li> <li>• Taking part in different activities</li> <li>• Making sure everyone feels included and valued</li> <li>• Following our 'Football Fun' rules</li> <li>• KS2: Using the 'Five Minute Warning' (KSI bell) to prepare for the end of lunchtime</li> <li>• KS2: stopping still on the first whistle; lining up quickly and sensibly on the second whistle</li> <li>• Treating our environment and equipment with respect</li> <li>• Respecting our neighbours</li> </ul>	<p><b>In St. Gregory's Lunch Hall, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Lining up quietly, standing straight</li> <li>• Wonderful waiting</li> <li>• Politely making healthy choices</li> <li>• Carrying trays sensibly</li> <li>• Using indoor voices</li> <li>• Using our knives and forks; eating politely (with closed mouths when chewing)</li> <li>• Sitting upright and eating over the table (if we drop food, we will pick it up)</li> <li>• Clearing tables completely then sitting back down</li> <li>• Pushing in chairs and lining up sensibly</li> <li>• Showing thanks to those who cook for and serve us</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Taking part in rough play</li> <li>• Using unkind words or inappropriate, unacceptable language</li> <li>• Going indoors, unless we have permission from a member of staff</li> <li>• Behaving in a way that may upset others</li> <li>• Going into the trees at the back of the field</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Getting out of our seats when we don't need to</li> <li>• Running for our food</li> <li>• Being silly</li> <li>• Talking loudly</li> <li>• Dropped food on the floor</li> </ul>



# Thrive and Shine (EYFS)

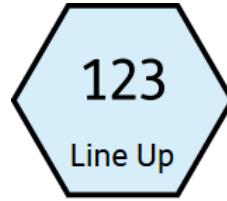
## Be Ready



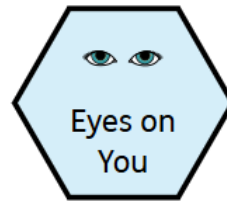
S - Sit Up



L - Listen Carefully



We line up in 1, 2, 3.



'1, 2, 3, Eyes on me'  
'1, 2, eyes on you'

## Be Respectful



Wonderful Walking and Wonderful Waiting



We greet one another by name or title



We use wonderful manners

## Be Loving

*Compassion - showing kindness and care for others, especially those in need*

*Peace - promoting harmony and reconciliation*

*Thankfulness - recognising and appreciating others and opportunities*

*Responsibility - taking ownership of actions, choices and duties*

*Respect - honouring the dignity of all people and valuing diversity*

*Service - helping others selflessly, following Christ's example*

*Justice - acting fairly and standing up for what is right*

*Forgiveness - practicing mercy and letting go of resentment*

*Hope - Trusting in God's plan and looking positively to the future*

*Love - the foundation of all virtues - rooted in God's unconditional love*



**Be Safe:** All our thoughts and actions help to keep me safe and those around me safe.



## Thrive and Shine (KSI & KS2)

### Be Ready



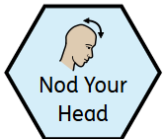
S - Sit Up



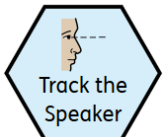
L - Listen Carefully



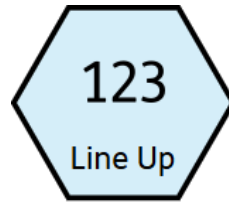
A - Ask and Answer



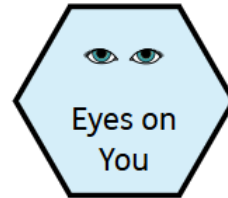
N - Nod our heads



T - Track the speaker



We line up in  
1, 2, 3.



'1, 2, 3, Eyes  
on me'  
'1, 2, eyes on  
you'



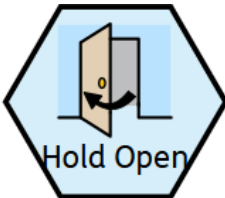
We STOP at  
the hand  
signal.

### Be Respectful



Wonderful  
Walking

Wonderful  
Walking and  
Wonderful  
Waiting



Hold Open

We hold  
doors open  
for others



Respect  
Environment

We respect our  
environment  
and resources



Greet One  
Another

We greet one  
another by  
name or title



Good  
Manners

We use  
wonderful  
manners

### Be Loving

*Compassion - showing kindness and care for others, especially those in need*

*Peace - promoting harmony and reconciliation*

*Thankfulness - recognising and appreciating others and opportunities*

*Responsibility - taking ownership of actions, choices and duties*

*Respect - honouring the dignity of all people and valuing diversity*

*Service - helping others selflessly, following Christ's example*

*Justice - acting fairly and standing up for what is right*

*Forgiveness - practicing mercy and letting go of resentment*

*Hope - Trusting in God's plan and looking positively to the future*

*Love - the foundation of all virtues - rooted in God's unconditional love*



Kind Hands



Kind Feet



Kind Words

Be Safe: All our thoughts and actions help to keep me safe and those around me safe.

## Reflection Time

At St. Gregory's, Reflection Time is an important part of our Behaviour Curriculum, providing children with the opportunity to pause, take responsibility, and learn from incidents of poor behaviour. Rooted in our school rules—Be Ready, Be Respectful, Be Loving, and Be Safe—Reflection Time encourages pupils to think carefully about the choices they have made, the Thrive & Shine expectation they have broken, and the impact of their behaviour on others. Guided by structured prompts, children describe what happened, consider how their actions have affected those around them, and identify what they will do differently next time. This process nurtures accountability, self-regulation, and growth in character, ensuring that pupils are supported to restore relationships and re-join learning with a renewed sense of purpose. In doing so, Reflection Time reinforces our belief that exemplary behaviour is not about simple compliance but about setting every child up to thrive and shine, both within school and in the wider world.

**St. Gregory's Catholic Primary School**  
*Together in Faith, with Love, Unity, Grace and Generosity*

**Thrive and Shine**

**Be Ready**

**S – Sit Up**

**L – Listen Carefully**

**A – Ask and Answer**

**N – Nod our heads**

**T – Track the speaker**

**123 Line Up**

We line up in 1, 2, 3.

**Eyes on You**

'1, 2, 3, Eyes on me'  
'1, 2, eyes on you.'

**We STOP at the hand signal.**

**Be Respectful**

Wonderful Walking and Wonderful Waiting

We hold doors open for others

We respect our environment and resources

We greet one another by name or title

We use wonderful manners

**Be Loving**

*Compassion – showing kindness and care for others, especially those in need*  
*Peace – promoting harmony and reconciliation*  
*Thankfulness – recognising and appreciating others and opportunities*  
*Responsibility – taking ownership of actions, choices and duties*  
*Respect – honouring the dignity of all people and valuing diversity*  
*Service – helping others selflessly, following Christ's example*  
*Justice – acting fairly and standing up for what is right*  
*Forgiveness – practicing mercy and letting go of resentment*  
*Hope – Trusting in God's plan and looking positively to the future*  
*Love – the foundation of all virtues – rooted in God's unconditional love*

Kind Hands  
  
Kind Feet  
  
Kind Words

**Be Safe:** All our thoughts and actions help to keep me safe and those around me safe.

### Thrive & Shine – Reflection Time

Description of my behaviour:

---

Which Thrive & Shine rule have I broken?

---

How has my behaviour affected others?

---

What will I do differently next time?

---

Consequences:

---

**Explicit Routines and Relentless Rationale, with High Expectations for All**

*"It is the duty of every adult to help create in students the habit of self-restraint or self-regulation."*

<p><b>In our classrooms, you will see us:</b></p> <ul style="list-style-type: none"> <li>• SLANTing</li> <li>• In KS1, we stop with '1, 2, eyes on you'; In KS2, we stop with the hand signal</li> <li>• Using 1, 2, 3 to line up sensibly</li> <li>• Starting our task as soon as we enter the classrooms</li> <li>• Ensuring we are prepared for and ready for learning</li> <li>• Clear, clutter-free desks</li> <li>• Working independently – you might see us taking notes</li> <li>• Using '3 before me' – we can be both independent, collaborative and problem solvers</li> <li>• Staying on task</li> <li>• Taking pride in the presentation of our work</li> <li>• Treating our environment and equipment with respect</li> <li>• Taking part in discussion; showing an interest and valuing the ideas of others</li> </ul>	<p><b>Walking around school, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking - Facing forwards; steady pace; straight line; arms by our sides</li> <li>• Holding doors open – allow others through a doorway before walking through yourself</li> <li>• Greeting people politely - saying 'Good Morning' or 'Good Afternoon'.</li> <li>• Using eye contact when somebody is talking to you</li> <li>• Using 'please' when asking or something</li> <li>• Using 'thank you' and showing gratitude when somebody does something nice for you</li> <li>• Standing aside to let people past -</li> <li>• Being mindful of other learners around us</li> <li>• Going back to our classrooms as soon as possible</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Swinging on chairs</li> <li>• Calling out</li> <li>• Talking whilst the teacher is</li> <li>• Disrupting others</li> <li>• Fiddling with items on our desk (unless agreed with my teacher)</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Being silly in the corridors</li> <li>• Wandering around</li> </ul>
<p><b>Playing outside, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Treating others with kindness</li> <li>• Demonstrating respect to all children and adults</li> <li>• Trying to resolve any disagreements independently and respectfully ('3 before me')</li> <li>• Taking part in different activities</li> <li>• Making sure everyone feels included and valued</li> <li>• Following our 'Football Fun' rules</li> <li>• KS2: Using the 'Five Minute Warning' (KS1 bell) to prepare for the end of lunchtime</li> <li>• KS2: stopping still on the first whistle; lining up quickly and sensibly on the second whistle</li> <li>• Treating our environment and equipment with respect</li> <li>• Respecting our neighbours</li> </ul>	<p><b>In St. Gregory's Lunch Hall, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Lining up quietly, standing straight</li> <li>• Wonderful waiting</li> <li>• Politely making healthy choices</li> <li>• Carrying trays sensibly</li> <li>• Using indoor voices</li> <li>• Using our knives and forks; eating politely (with closed mouths when chewing)</li> <li>• Sitting upright and eating over the table (if we drop food, we will pick it up)</li> <li>• Clearing tables completely then sitting back down</li> <li>• Pushing in chairs and lining up sensibly</li> <li>• Saying thanks to those who cook for and serve us</li> </ul>
<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Taking part in rough play</li> <li>• Using unkind words or inappropriate, unacceptable language</li> <li>• Going indoors, unless we have permission from a member of staff</li> <li>• Behaving in a way that may upset others</li> <li>• Going into the trees at the back of the field</li> </ul>	<p><b>You won't see:</b></p> <ul style="list-style-type: none"> <li>• Getting out of our seats when we don't need to</li> <li>• Running for our food</li> <li>• Being silly</li> <li>• Talking loudly</li> <li>• Dropped food on the floor</li> </ul>

