



The 'Norwich Road Way'

Our Behaviour Curriculum

'Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can be taught.'

Tom Bennett OBE, 'Running the Room', 2020.

Overview of Content, Nursery to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Years Nursery to Y6	Explicit teaching of 'The NRA Way' curriculum content	Ongoing revision of content	Recap of 'The NRA Way'	Ongoing revision of content	Recap of 'The NRA Way'	Revision of content

Introduction

At Norwich Road Academy, we support children's positive behaviour and develop their character through 'The Norwich Road Way' Behaviour Curriculum. We define the behaviours and habits that we expect students to demonstrate. This will enable them to be successful in their learning and to enjoy positive relationships across their community. We want to support our pupils to grow into adults who are polite, respectful, kind and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Teaching 'The NRA Way' Behaviour Curriculum

The curriculum is taught explicitly during the first week of each Autumn term, alongside settling the children in to their routines and the traditional National Curriculum subjects. Children should learn the content, and this should then be reinforced so that they can recall the information and act upon it. It should be a currency of language and expectations.

At the start of each term, the 'Norwich Road Way' curriculum is revisited with pupils and reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching, based on the 'Principles of Instruction' set out by Barak Rosenshine including regular recall opportunities, such as quizzing, to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). This may include some role play and demonstration. 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 or playtime. It is expected that all pupils 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 essential that all staff know the details of this curriculum, teach it explicitly to pupils, reinforce it and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe, where they are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Our Behaviour Curriculum is supported by our pupil **'Code of Conduct'**. This is visible across our school and promotes our expectations. The children from Norwich Road Academy have fed back that they value their Code of Conduct. It is fair and helps to keep them happy and safe.



We positively reinforce and reward positive behaviour. This is managed through our **'Good to be Green'** system across school. It is important that children know and are taught the expected behaviours, to enable them to be successful. The standards should be made explicit by the adults working with them, with an understanding of the consequences if a negative choice is made. Children should be engaged by a predetermined and agreed reward for their success. This should be administered in a consistent way by the adults working with children.

We are a 'Kind School'

We are proud to be officially recognised as a 'Kind School', through our work with the charity 52 Lives. Kindness is achievable and accessible to all at our school. Good manners, forgiveness and helpfulness support our community to grow in a kind, safe and supportive environment.



'Kindness is defined as the quality of being friendly, generous and considerate. Affection, gentleness, warmth, concern, and care are words that are associated with kindness. While kindness has a connotation of meaning someone is naïve or weak, that is not the case. Being kind often requires courage and strength.' *Karyn Hall, The Importance of Kindness, Psychology Today, 2017.*

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. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must always be applied when teaching the behaviour curriculum. Some children may have Positive Behaviour Plans and professional advice regarding behaviour may also be in place. Our Inclusion Lead and SEND team will be able to offer specific advice.

We are inclusive. Learning activities should be accessible and support success for all. Teaching practitioners, leading learning across our school, must know that incorrectly scaffolded activities can add unnecessary barriers and challenge. We aim for positive behaviour outcomes.

Superlearners

Our academy motto is, 'Building our love of learning together.' We promote success for all, through collaboration and hard work.

Our school values; Be Proud, Connect, Motivate, Empower, Aspire and Transform, are closely linked to positive behaviours for learning. These values are promoted through our 'Superlearners' characters. Each character has its own attributes.

Our aim is that all children at Norwich Road Academy become 'Superlearners'. We celebrate learning and through our values work, we build pride, resilience and ambition. We foster lifelong learners, through our work and the recognition of children's achievements. Our values are promoted across the year and acknowledged in weekly whole school assemblies.



Curriculum Content

These are the expectations for our school. They will be introduced in Nursery and Reception and regularly embedded across each academic year. There will be a sharp focus at the beginning of each academic year to ensure that expectations for all are clear.

Children should know that 'The NRA Way' helps to keep their school a fair and happy place. It supports them to do their best learning and will therefore give them the best opportunities. If someone deliberately chooses not to follow the expectations, there will be a logical response and possibly a consequence.

Code of Conduct

Children should understand each of the elements and the expectations of their Code of Conduct. As well as this being taught explicitly, they should be reinforced 'in the moment' when opportunities arise. Adults working with children at Norwich Road Academy should positively recognise when children demonstrate these behaviours and expectations.

They should know:

We keep our hands and feet to ourselves.

- This keeps everyone safe from harm.
- Playfighting may hurt others.
- Hands should be used in kind and caring ways.
- Some people don't like being touched.
- We don't disturb others during learning time.

We listen to everyone, learn together and try our best.

- This gives everyone the *best* opportunity to do their *best* learning.
- This is fair.
- 'Teamwork makes the dream work.' Learning collaboratively helps us all to be successful.
- When listening carefully, we show this by being quiet, still and looking at the speaker.



- It is important, polite and kind to share. This can be resources in class or the teacher's time.
- When working together it is important to use our manners. *Politeness is 'SPENT'*.
- 'Trying our best' can be in our written work, joining in with practical activities, speaking with others and at playtime too.
- Sometimes things are difficult. Working hard and trying our best helps us to improve.

We take responsibility for our words and actions.

- It is important to make sure that we have the right resources and equipment ready to help with our learning (pens, pencils, kit etc.)
- It is important to be independent and 'solution focused'. This means trying new things and having a go at solving problems yourself. (eg. C3B4ME)
- It is important to show kindness with our words and actions.
- If you feel angry, we understand. Use the 'Calm Corner' or let someone know.
- If you accidentally hurt someone, the right thing to do is to apologise quickly and sincerely. We will forgive you.
- If you have deliberately hurt someone with unkind words or actions, this is not OK. Understand that there will be a consequence and accept it.
- If something has gone wrong, it is important to try and put it right.
- Relationships should be restored. We need to try and get things 'back on track'.
- Equipment and the property of others should always be looked after.
- This helps us all to stay happy and safe.

We are truthful, kind and forgiving.

- It is important to tell the truth, even if we are worried about getting into trouble. This helps everyone.
- We are all able to be kind.
- Kindness means sometimes we have to be brave, as we may not always feel like it.
- Kindness helps our school to be a 'lovely place'.
- We all make mistakes.
- Forgiveness gives someone a second chance and the opportunity to improve.

Key Words

accidental actions angry brave calm caring considerate deliberate(ly) disturb everyone equipment forgive(ness) happy honesty hurt improve learning listen lovely kind(ness) mistakes opportunity ourselves property relationships resources responsibility restore(d) safe truth(ful)

Speaking in class

It is important to speak clearly and use the correct vocabulary that has been learned. When speaking in class, children should know that we use ‘**Shape your answer**’:

Sentences – answer in a full sentence where you can.

Hand away from your mouth – keep your mouth clear when speaking.

Articulate – pronounce your words as clearly as you can.

Project – use a voice that is loud enough for everyone to hear.

Eye contact – it is polite to look at the person that you are speaking to.

Manners

Manners support the building of positive relationships and demonstrate kindness. At Norwich Road Academy we are polite, courteous and patient.

We know that ‘Politeness is SPENT’ at our school. Children should know that this stands for:

Smile – Children should know that smiling helps people to feel positive. Smile when you see someone!

Please – Children should know that they should say ‘please’ when they ask for something.

Excuse me – Children should know that they should say ‘excuse me’ if someone is in their way.

Name – Use a person’s name if you know it. This should include the title for a member of staff, or ‘sir’/‘miss’

Thank you – Children should know to say ‘thank you’ if they receive something or someone does something nice for them.

Children should know that:

It is kind and welcoming to say, “Hello”, especially to visitors.

It is polite to hold doors open for others.

If you are spoken to, it is polite to respond.

It is polite to ask questions such as, “How are you today?” “Did you have a good weekend?” or to talk about the weather, for example.

It is considerate to let any waiting adults through a doorway before you walk through yourself.

It is kind to offer help if someone is struggling.

It is important to have good manners so that people are more likely to act politely back to you.

SHAPE your Speech	
S entences – not single words	
H and away from mouth	
A rticulate	
P roject	
E ye contact	

Politeness is SPENT	
S mile	
P lease	
E xcuse me	
N ame	
T hank you	

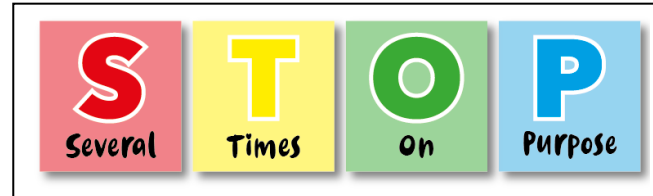
Preventing Bullying

Children should know that bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through the internet.

We encourage children to think '**STOP**'.

Bullying is:

Several
Times
On
Purpose



We can tackle this by:

Start
Telling
Other
People

As a 'Kind School', all children must know that if they see or hear something that worries them, they should report it to an adult.

All children must know how to report their worries and concerns to the adults around them. As well as fostering positive relationships around school to support this, we provide a communication system of blue post it notes for children to share a concern with an adult. Children with communication needs may have an adapted system in place.

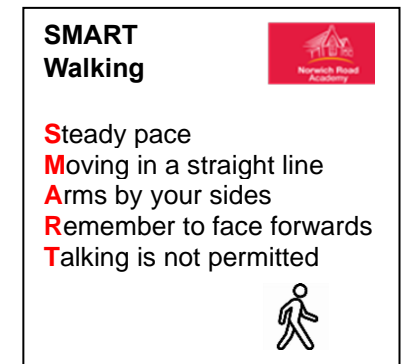
Moving around school

Know that we walk around our school using **Smart Walking**. 'We are proud of ourselves, and our school. We walk 'smartly.'

Know that **Smart Walking** means:

- **S**teady pace,
- **M**oving in a straight line,
- **A**rms by your sides,
- **R**emember to face forwards,
- **T**alking is not permitted.

Know that we use **Smart Walking** to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.



Classroom routines

We have a consistency in routines and expectations. This supports our curriculum delivery, enables children to be confident in achieving success and supports transition. Our 'NRA Curriculum Mantra', an element of our 'Curriculum, Teaching and Learning Policy', supports high quality curriculum implementation.

For this to be successful, children should know:

- that they are all expected to participate and be ready to follow their teacher's instructions at all times.
- adults expect 'good listening'. This follows the principles of 'SLANT'.
- 'Good listening' ensures that everybody is able to learn, without distractions.
- the school clap signal, to indicate when to stop and listen, and they must act on it immediately.
- that they are *all* expected engage in 'cold calling' sessions and 'my turn, your turn' responses, as per the NRA Curriculum Mantra.
- that the signal and direction for 'Talk Partners' from their teacher means turning and facing their partner; taking turns in talking and joining in; showing 'good listening' or 'SLANT', and being ready to feedback to their teacher using 'SHAPE' your speech.
- that they should respond to any given feedback, in a way that improves their learning.

Good listening means SLANT



- S**it up
- L**ean in and listen
- A**sk and answer questions
- N**od your head
- T**rack the speaker



Routines

Teachers should have established expectations and routines in their class. For example, how the class lines up, ie. in register order, and their carpet places (hot spots). This should not be an ad hoc basis. Children need to know:

- how they are expected to enter the classroom,
- where they should sit,
- the order that they always line up in,
- who they stand in front of and who is behind them,
- that they should line up without leaning against the walls or while moving around school,
- the routine for entering the classroom and getting ready to work,
- where they sit in class during lessons (including 'hot spots'),
- the routine for handing out and collecting exercise books in the classroom,
- where to hang up their coat and put their personal items,
- that they should only go to the toilet at playtime or lunchtime or if they are ill during lessons,
- where the equipment is to help them work independently and that they should look after it,
- that they should use key vocabulary and the class 'Working Walls' to ensure that their learning is the best that it can be.
- that they need to get equipment out ready for the lesson and to look after it,

- that any deliberate damage to school equipment will incur a consequence,
- how to ask a question or get an adult's attention in an appropriate way,
- that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear (SHAPE),
- that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise,
- that verbal answers should usually be given in full sentences e.g. "Who was Christopher Columbus?" "Christopher Columbus was a famous explorer",
- that, if we are using mini-whiteboards, we show our answers using the '1-2-3, show me' system where the boards are shown at the same time, and under the chin,
- they are expected to join in fully. This is fair.

Playtime

Children should know that:

- they walk to and from the playground,
- they play safely, keeping their hands and feet to themselves,
- they are expected to share and include others in their games,
- we are a 'kind school' and we do not exclude others from games intentionally,
- they report anything that worries them to an adult,
- they get adult permission before going to the toilet,
- they do not scream,
- when the whistle is blown; they freeze, are silent, get off any play equipment or stand up, and face the adult blowing the whistle to show that they are listening, and are ready to walk to class on instruction,
- they make sure that their uniform is neat and tidy before they walk to class.

Lunchtime

Children should know:

- that they should listen carefully for the whistle calling them for lunch,
- where to line up when called,
- line up politely and show 'good listening',
- that they use a quiet voice in the dining hall,
- they should sit where directed,
- they should keep our dining hall clean and tidy. If they drop food, they should pick it up or let an adult know,
- they should not share or swap food. This can be dangerous.
- they should always try to use a knife and fork correctly (EYFS and KS1 staff will need to teach this),

- they should finish what they are eating and obtain permission before leaving their seat,
- they should always walk in the dining hall and leave for the correct exit,
- when the whistle is blown; they freeze, are silent, get off any play equipment or stand up, and face the adult blowing the whistle to show that they are listening, and are ready to walk to class on instruction,
- they make sure that their uniform is neat and tidy before they walk to class.
- and remember that 'Politeness is SPENT' at lunchtime with the kitchen staff and lunchtime supervisors, as well as other parts of school.

Uniform

All children should feel proud to attend our school and they can show this by the way they wear our school uniform. We have high standards and our uniform presents this. Adults should act as positive role models in this regard. Our academy uniform consists of:

- White collared shirt *
- Red and gold academy tie
- Red V-necked jumper, sweatshirt or cardigan
- Black trousers, skirt, pinafore or tailored school shorts,
- Red summer checked dress.

* in Nursery, Reception, Year 1 and Year 2: children may also wear a white polo shirt without a tie. Year 3 and above must wear a collared shirt. Shirts are expected to be tucked in and ties worn correctly. Children should know to check this before they enter their classroom and that they may be reminded to do so by an adult.

Jewellery

Children should know that, on health and safety grounds, we do not allow pupils to wear jewellery in school, except for earring studs in pierced ears, and a watch.

PE

Pupils must wear black shorts or black tracksuit bottoms, plain white T-shirt and trainers for outside PE. A sweatshirt can also be worn in colder months. Children should know that if they wear a T-shirt that is not plain, they will be asked to turn it inside out. Know that indoor PE is done in shorts and usually bare feet.

End of day routines

Children should know:

- that they must not go home until the teacher has checked that the correct adult is picking them up.
- that they must walk respectfully around our site and show courtesy to others.
- bikes and scooters are walked. This helps to keep everyone safe.
- that these procedures are put in place to keep all children happy and safe at home time.

Attendance and punctuality

Children must know:

- that it is important not to miss any learning. This gives them the best chance for their success.
- that they should try to attend school every day.
- they must try to arrive at school on time every day.
- that if they are late, they should politely let their teacher know and do their best to settle to their learning quickly.
- that we will miss them when they are not at school.

Outside school

Children must know:

- that when they are wearing their school uniform, they are representing our school community. They should wear it with pride and must always behave responsibly and respectfully towards others.
- they should always be kind and considerate to other people arriving and leaving our site.
- that being considerate means being patient, not pushing, giving others plenty of space, not shouting etc.
- they should behave responsibly and safely on roads and pavements.
- that if we have a concern regarding their behaviour or safety, we will notify their parents or carers.
- that if they see or experience something that worries them, they should tell a trusted adult.
- poor behaviour to and from school may result in a consequence back in school.

Summary

'The NRA Way' Behaviour Curriculum must be followed at all times. Children should know that 'The NRA Way' helps them to become better learners, build positive habits and to be successful throughout their life.

The success of 'The NRA Way' is consistency and engagement. Positive reinforcement and high expectations from all adults working with our young people is key to this. **'Consistency is key to culture.'** Tom Bennett, OBE. *Running the Room*, 2020.

