# Bishop Martin CE Primary School – Behaviour & Attitudes Curriculum

## The Bishop Martin Way

Our behaviour curriculum is centred around creating a positive environment and culture that fosters positive relationships between all members of our school community – we refer to this as 'The BM Way'. We believe that the explicit teaching of outstanding behaviours and attitudes will enable pupils to make more informed decisions to become the very best version of themselves. Nurturing qualities like kindness, resilience, respect, and responsibility develops positive attitudes that improve students' ability to learn, collaborate, and face challenges with confidence. Learning these behaviours early sets children up for future success, not only academically but in life, as they learn to communicate effectively, manage emotions, and build strong, respectful relationships.

The Bishop Martin Way can be adhered to by following our '5 Bs of Bishop Martin which make up our code of conduct. These are explained below:

| Be … | | Learning Outcomes | Strategies | Link to Values |
|---|---|---|---|---|
| | Be a STAR Learner | • Understand the characteristics of a good learner and apply them daily.<br>• Develop self-discipline, perseverance and confidence to seek help when needed. | • Silent Signal<br>• STAR Poster<br>• Oracy Listening Ladder | Perseverance<br>Respect |
| | Be safe | • Understand personal safety and the importance of keeping self and others safe.<br>• Recognise safe vs unsafe behaviours in different settings (classroom, playground, online). | • Calm Corridors<br>• Attendance Rewards<br>• Transition Routines | Trust<br>Compassion |
| | Be kind, friendly and truthful | • Demonstrate kindness, honesty, and friendliness in daily interactions.<br>• Recognise the impact of kindness on others and how honesty builds trust. | • PSHE Curriculum<br>• Celebration Awards | Truthfulness<br>Friendship<br>Justice |
| | Be respectful | • Understand the importance of treating others and our surroundings with respect.<br>• Demonstrate respectful listening, taking turns, and using polite language. | • Restorative Conversation<br>• Trauma-informed<br>• Respecting school environment | Respect<br>Service<br>Thankfulness |
| | Be your best | • Encourage a growth mindset, understanding that effort and perseverance lead to personal best.<br>• Instil self-pride and motivation to continuously improve academically and socially. | • Growth Mindset<br>• PLTs<br>• Target Cards | Perseverance<br>Courage |

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Learning Together, Following Jesus

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*We believe in the mantra of 'making it easy to behave well'. To do this, we have a clear set of routines and expectations that are explicitly taught, and re-taught, to pupils. Pupils are given regular opportunities to practise these, and adults reinforce positive behaviours that are shown through verbal praise and awarding Dojos. Below is an outline of when pupils are introduced to the expected behaviours and what they are.*

## Timeline

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| 'The Bishop Martin Way' induction week<br><br>Worship led by SLT.<br>PPT delivered by teachers in segments over the week. | Revisit of routines and expectations.<br><br>Teachers to recap as and when necessary to their class. | The Bishop Martin Way' reboot<br><br>Worship led by SLT.<br>PPT delivered by teachers in segments over the week. | Revisit of routines and expectations.<br><br>Teachers to recap as and when necessary to their class. | The Bishop Martin Way' reboot<br><br>Worship led by SLT.<br>PPT delivered by teachers in segments over the week. | Revisit of routines and expectations.<br><br>Teachers to recap as and when necessary to their class.. |

## Explicit Routines

| Calm Corridors | Team Stop | 1, 2, 3 | Lining Up |
|---|---|---|---|
| | Adults holds up their hand at head-height with their palm facing pupils. Pupils respond by stopping what they are doing, emptying their hands and showing the 'Team Stop' signal. | | Pupils are expected to lineup in single file in their designated line order. At playtimes, the first whistle will signal the end of play and pupils stand still. Pupils move to their line on the second whistle. |
| Pupils are expected to travel around school in a calm and safe manner. Posters are displayed at key points to reinforce these expectations alongside staff reminders. | | 1. Stand up (tucking chair in if necessary)<br>2. Turn to face the direction you will leave (ensuring area is tidy)<br>3. Walk into line | |

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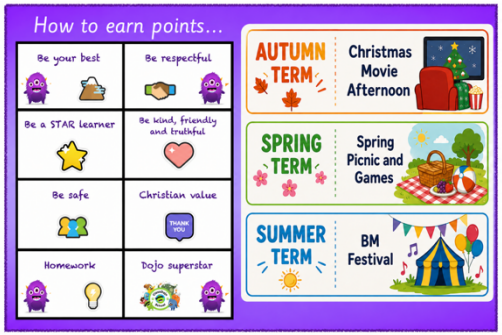
## High Expectations

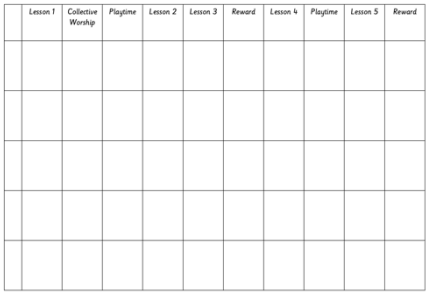
| STAR Learner | Playtimes | Manners and Respect | Lunchtime Etiquette |
|---|---|---|---|
| | Pupils are expected to treat equipment with respect and ensure they are tidied away. Rules of games are to be adhered to, and any leaders have the final say. Respect is shown to all competitors regardless of result. | | Pupils are expected to remain seated during the service. Pupils lay out their table with the correct cutlery and a cup of water each. Lunch is a time for pupils to socialise and interact, but this must be done in a calm manner. |
| Pupils are expected to:<br>Sit up tall<br>Track the speaker<br>Ask and answer questions<br>Ready to learn | | All members of the school community are expected to show respect and manners to each other. Holding doors open, greeting people, sharing and listening respectfully are all promoted. | |

## Rewards and Support




### Dojos

Alongside verbal praise and recognition, staff also reward positive behaviour with Dojos. Posters are displayed around school to highlight what behaviours can be rewarded with a Dojo and what rewards are possible. Individual rewards for those who reach over 100 and 150 Dojos each term. The class with the most Dojos each week receives extra playtime.




### Target Cards

To support pupils in achieving our expectations, staff may use a target card to help pupils focus on specific tasks. Targets will be framed positively and any dialogue between staff and the pupil will remain focussed on where things have gone right previously and how the pupil can increase this moving forwards.

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## Trauma Informed Approach

At Bishop Martin, our focus is on a relational environment and the very culture and ethos of the setting. It requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation or their feelings. The components of the Trauma and Mental Health-Informed Schools model are supported by evidence-based research showing positive change in well-being and mental health through **Protect, Relate, Regulate and Reflect.**

| | |
|---|---|
| **Protect**<br>It is the foundation on which everything else depends: the ability to learn without the fear and without fear of being shamed in order to relate to others, **engage in learning, in peace.**<br>In protect, the focus is not only on the physical environment, but the relational environment and very culture and ethos of the setting, both at home and school. It requires **emotionally regulated adults who can provide essential calming and containment for a child** when they are overwhelmed by an event, a situation or their feelings | **Relate**<br>As human beings we are wired for relationship.<br>The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.<br>**Positive relational experiences with our children means meeting the child in pain and meeting the child in joy**. |
| **Regulate**<br>There are 4 key principles to support a child to regulate their feelings and behaviour.<br>1. Stay with the child<br>2. Listen to the child<br>3. Affect labelling – this simply means help the child to find words to describe their feelings<br>4. Mental state talk – When they have big feelings, talk them through it. | **Reflect**<br>Reflecting is about having conversations with a child that support their emotional and mental health. It **facilitates the child to make sense of their life**, to develop a language for their emotions and a coherent narrative that **makes sense of what they feel**. It supports them to understand their thoughts, feelings, bodily sensations and reactions. In making sense of their experience with the support of an emotionally available adult, who helps them communicate their underlying feelings, they can **identify new options and strategies** for ways forward with both their hopes and their difficulties. |

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