

“WE LEARN WITH PRIDE”



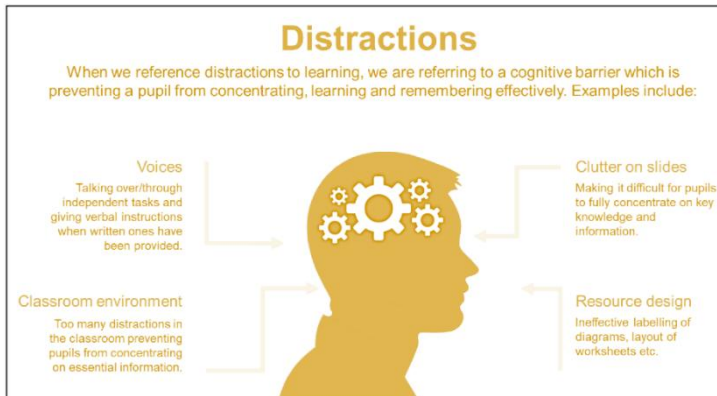
THE PRIORY WAY
BEHAVIOUR FOR LEARNING CURRICULUM



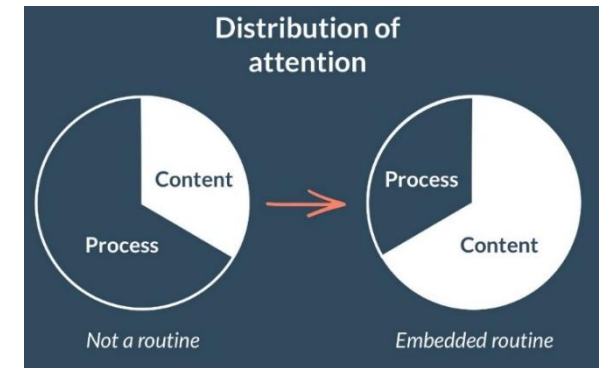
INTRO TO THE PRIORY PRIDE CURRICULUM



At Priory, we explicitly teach behaviour for learning. We share a common language, consistent routines and model clear expectations to the children to create the right conditions for learning.



By using a common shared language, creating consistent routines and modelling clear expectations, we aim to reduce distraction, create spaces of consistency and safety and make routines automatic and reduce cognitive load.



As McCrea (2020) describes, “instructional routines help pupils make the most of learning opportunities... Routines make the process of learning easier, which allows the content to maintain a level of challenge.”

This curriculum is not separate to learning – it is the foundation for learning to happen.



DOCUMENTS THAT SUPPORT THE PRIORY WAY CURRICULUM



Priory Junior School Teaching and Learning Policy January 2025

*“High-quality teaching and learning is the most important factor in improving attainment outcomes, particularly for disadvantaged pupils.”
Education Endowment Foundation (2022)*

PEACE – RESPECT – INDEPENDENCE – DETERMINATION – EQUALITY



Promoting Positive Relationships and Supporting Behaviour Regulation Policy

Autumn 2025

Date approved by the 'D and P' Committee
Signed by Chair of Governors:
Signed by Head Teacher:
Date of next review: Autumn 2026

This policy was based on guidance from NCC Local Authority and includes input from members of staff, representatives of the governing body, parents and carers, pupils and NCC professionals from the 'Building Relational, Trauma-informed Schools' team.

The priory Behaviour for Learning Curriculum has been designed to work in full alignment with our Supporting Behaviour Regulation Policy and our Teaching and Learning policy. It brings together policy and practice to ensure that every expectation is not only clearly stated, but consistently taught, modelled and upheld.



WHO WE ARE... OUR SCHOOL VALUES



- We show pride in all we do
- We celebrate each other every day when we see our school values lived out within our school community
- We promote our pride values within and beyond the classroom
- We use the language of pride explicitly by naming and vocalising the values we see in each other.
- Pride is for all. Children, staff and parents. It is explicitly modelled and taught to all by how we conduct ourselves.

CELEBRATING PRIDE



Priory junior school is at the centre of an amazing community with a diverse and varied history. Each day we celebrate: our beautiful school site, our diverse community, our proud history and the people that make priory a wonderful and joyous place to be.

Priory is a place that promotes our pride values to ensure that we maximise achievement, celebrate diversity, include everyone and work together in partnership as part of a fantastic community.

SUPPORTING POSITIVE BEHAVIOUR



Through our RSHE curriculum, we use *The Zones of Regulation* to give pupils a simple, shared language for talking about how they feel and how they behave. The programme teaches self-regulation – helping children to notice their emotions, manage their impulses and choose responses that fit the situation.

Built around four “zones” of alertness, it helps pupils understand that different places and activities call for different levels of energy – for example, feeling highly alert for a football match, but calm and steady in a library.

Through engaging, age-appropriate activities, pupils learn to recognise and name their emotions, reflect on how their behaviour affects others, and develop practical strategies to get themselves back to a “just right” zone for learning. This builds progressively across the school: children in Year 3 focus on identifying and labelling feelings, while those in Upper Key Stage 2 think more deeply about how their choices can influence the feelings and experiences of the people around them.

ZONES OF REGULATION IN THE CLASSROOM



Which Zone Are You In?			
Blue	Green	Yellow	Red
<p>I feel ...</p> <p>sick, tired, shy, hurt, jealousy</p> <p>pointed, lonely, down, agusted, resentful</p> <p>I may ...</p> <p>Slouch/ move mor...ly Sigh or yawn Put my head on the desk Cry Not participate in class</p> <p>I need to ...</p> <p>Pay attention more Get energized Seek comfort</p> <p>I can ...</p> <p>Get a drink of water Sit up straight Stretch Ask for a brain break Tell someone how I feel Listen to happy music Get some fresh air</p>	<p>I feel ...</p> <p>happy, calm, proud, loving, friendly</p> <p>I may ...</p> <p>Smile Sit or stand up Respond politely Be a good listener Follow the rules Participate well in class</p> <p>I need to ...</p> <p>Stay focused Avoid distractions Stay calm Be my best self</p> <p>I can ...</p> <p>Play and enjoy games Do a puzzle Read a book Help a friend Focus on my work Enjoy my hobbies Make choices Complete my tasks</p>	<p>I feel ...</p> <p>uncertain, silly, nervous, concerned</p> <p>frustrated, embarrassed, shy, stressed</p> <p>I may ...</p> <p>Squirm or wiggle Not sit still Talk loudly Get distracted or distract others Lose some control</p> <p>I need to ...</p> <p>Take a break Have a drink Do a calming activity Ask for help</p> <p>I can ...</p> <p>Ask for a brain break Close my eyes and count to 20 Take deep breaths Think of your safe space Write, talk or draw about your feelings Use a fidget toy</p>	<p>I feel ...</p> <p>embarrassed, angry, need space, cross, irritated, out of control</p> <p>I may ...</p> <p>cream or shout Hit or kick Say mean things Be rude</p> <p>I need to ...</p> <p>STOP Get help from a trusted adult Find a safe space Use a calming strategy</p> <p>I can ...</p> <p>Stop whatever I am doing Step back and think Ask for a break immediately Ask for help Take deep breaths Use a calm/ safe space Listen to relaxing music Go for a walk or run</p>

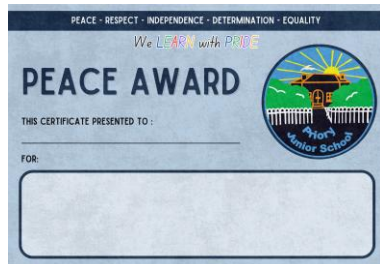


CELEBRATING PRIDE – REWARDS



Our reward systems support the building of relationships between children, staff and families, increase children's self-esteem and reinforce expected PRIDE behaviours. Our rewards also have a motivational role for some children, helping them to value expected behaviours:

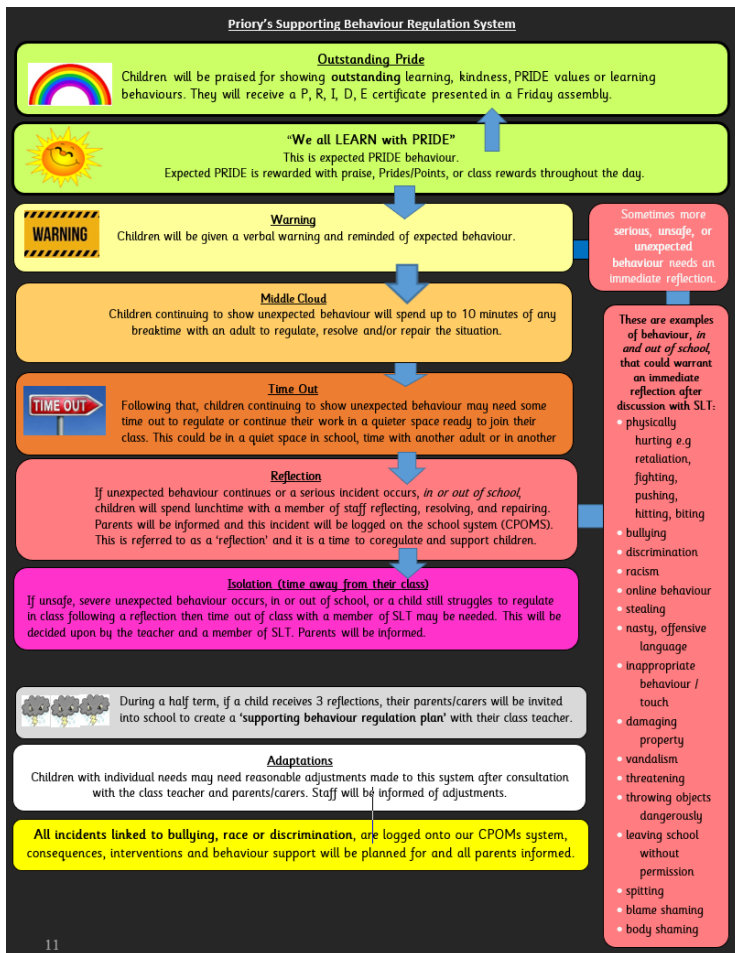
- Verbal and non-verbal praise
- Stickers
- A visit to the headteacher
- Different in-class systems e.g raffles, mascots, star of the day
- Celebration assemblies (PRIDE Award certificate)
- Children's work and achievements displayed around school
- Prides (school currency to spend or save and Pride points go to their house)
- P, R, I, D, E individual certificates for outstanding PRIDE (see below)
- Golden PRIDE certificate once all 5 individual P, R, I, D, E certificates have been collected (children need to keep these safe at home to prove they have reached the Golden Award).



BEHAVIOUR FOR LEARNING: CONSEQUENCES



When behaviour falls short of expectations, staff respond with clarity, consistency and compassion. Our tiered system promotes reflection and re-engagement:



Scripted responses, such as “Thank you for demonstrating how we should be working” or “What zone are you in right now?”, support de-escalation and emotional regulation.

“That’s not how we act in our school family” reminds pupils that kindness, empathy and care are non-negotiables in how we treat one another.


We refer to behaviour as being the “expected” or “unexpected” behaviour. The supporting behaviour regulation policy sets out clearly how staff identify which behaviour is unexpected and the sanctions and consequences given for each unexpected behaviour.


“Show me the Priory Way / Show me Priory Pride” redirects pupils to the explicit teaching that has already taken place on the priory way curriculum. Teachers use language such as “That’s not how we show peace in our school.”


Using this language consistently doesn’t just support behaviour – it builds identity. It ensures that wherever a pupil is in the school, they know what’s expected, they feel part of something bigger, and they understand what it means to be part of Priory Junior school.

BEHAVIOUR FOR LEARNING: CONSEQUENCES





What happened?


What were you thinking at the time?


Who has been affected?
In what way?


What do you need to do to put things right?


What have you learned from this?


How do you feel now?

Where unexpected behaviour is deemed unacceptable or significant, Pupils will have a reflection with their class teacher or a member Of SLT – whoever is the most appropriate.

Our system ensures that every child has the opportunity to reflect, reset and rejoin their learning with dignity.

consequences are never punitive for punishment's sake; they are instructional, supportive, and restorative—enabling every pupil to feel safe, seen, and supported as they grow.

Structured reflective conversations are adapted to ensure all pupils have the opportunity to reflect with a member of staff in a consistent and predictable way to ensure that conversations focus on resolution and rebuilding. parents receive copies of reflection forms so that they are able to support the rebuilding and repairing process outside of school.



OUR SHARED LANGUAGES: THE PRIORY WAY



At Priory Junior School, we understand that the language we use shapes the culture we build. That's why we place such a strong emphasis on using consistent, clear and purposeful phrases across the school.

This consistency helps pupils feel secure, builds a sense of belonging and reinforces the high standards we expect of every member of our school family.

To support this, all staff wear our school values - We learn with pride - on their lanyards, making them visible and present in every interaction.

"Show me slant" to reinforce active participation and positive learning behaviour.

"We keep left and walk" promotes safe, calm transitions around school and ensures corridors are orderly and respectful.

"Track X" to show who the children need to track.

"Nothing in hands" as reminder that all focus should be on the speaker.

"That's not how we act in our school family" reminds pupils that kindness, empathy and care are non-negotiables in how we treat one another.

Using this language consistently doesn't just support behaviour - it builds identity. It ensures that wherever a pupil is in the school, the what's expected, they feel part of something bigger, and they understand what it means to be part of priory junior school.



THE POWER OF SLANT



At Priory, **SLANT** is more than just a routine—it is a visible signal of engagement, respect and readiness to learn. By teaching pupils to **Sit up, Listen Carefully, Ask and answer questions, notice the key points and track the speaker**, we equip them with the habits of active participation.

This simple but powerful strategy helps pupils focus their attention, reduces off-task behaviour, and fosters a culture of respect in every classroom.

For staff, SLANT provides a consistent and immediate way to check and reinforce attentiveness, ensuring that teaching time is maximised and that all pupils are visibly involved in the learning process. It creates clarity, improves communication, and reinforces our high expectations in a calm and positive way.



THE POWER OF SLANT



At Priory, **SLANT** is a simple routine that helps us live out our values of Peace, Respect, Independence, Determination and Equality in every lesson.

- **Peace:** Sitting up, noticing and tracking the speaker creates a calm, orderly classroom where everyone can listen, think and learn without distractions.
- **Respect:** Leaning in, asking and answering questions, and tracking whoever is speaking shows good manners and that we value other people's ideas and voices.
- **Independence:** Choosing to SLANT helps pupils take responsibility for their own focus and learning, start work quickly, stay on task and know when to ask for help.
- **Determination:** By staying engaged, asking questions and not switching off when work is tricky, SLANT supports perseverance, progress and a "keep going" attitude.
- **Equality:** Because SLANT is for everyone, all pupils are expected and supported to participate, listen to each other and feel included, so every voice matters.

For staff, SLANT provides a calm, consistent way to check attentiveness and maximise learning time, making our high expectations clear and visible in every classroom.




3-2-1 SLANT

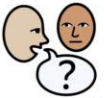



We LEARN with PRIDE


3 - 2 - 1 SLANT

S SIT UP 

L LISTEN CAREFULLY 

A ASK AND ANSWER QUESTIONS 

N NOTHING IN HANDS 

T TRACK THE SPEAKER 

EXPECTATIONS



At Priory, we recognise that high-quality teaching and learning can only happen in a calm, respectful environment where behaviour is explicitly taught and consistently reinforced.

Aligned with our Teaching & Learning Policy—Positive Behaviours and Relationships—we have clearly defined behavioural expectations for both pupils and staff at each stage of the lesson. These include how pupils enter the classroom, how they listen and respond during teacher input, and how they conduct themselves during independent work.

Equally, staff are expected to model professionalism, greet pupils positively, narrate their expectations, and use consistent cues such as SLANT, smile and clear. This shared structure ensures a predictable, safe and aspirational learning environment where every pupil can succeed.



AGREEMENTS FOR STAFF AND CHILDREN



We approach behaviour at Priory in the same way we approach any other aspect of the curriculum: it is explicitly taught, deliberately practised, and regularly revisited. At the start of each term, pupils are taught our core routines and expectations through dedicated lessons, modelled examples, and whole-school assemblies. To ensure these expectations remain clear and consistent throughout the year, they are displayed as posters in every classroom and are embedded into lesson slides used across the school. These visual prompts allow staff to reinforce expectations quickly and consistently at key points in the lesson, helping pupils to internalise positive behaviours and build the habits that support success.

At Priory, our values, SLANT routine and behavioural expectations are displayed prominently across the School—in classrooms, corridors, shared spaces and on daily teaching slides. These visual cues act as constant reminders for both pupils and staff of what we believe in, how we learn, and how we treat one another.

They are not simply posters on a wall—they are daily reference points that guide conversation, shape culture and support consistency. Alongside these, the remainder of our Behaviour Curriculum focuses on the wider 'knowledge' that pupils need in order to understand and practise excellent behaviour in every part of school life.

We teach children what great behaviour looks like, sounds like and feels like—because we know that when behaviour is explicitly taught, rehearsed and lived out, every child has the best chance to belong and succeed.