



## St Mary's behaviour expectations

At St Mary's C.E Primary School, we believe that good behaviour is extremely important to a successful education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour that consider the rights of everyone and create responsible citizens. (Article 29: Your right to be the best they can be). How do we do this:

- We aim to promote high standards by modelling positive behaviours at all times and relate behaviour to rights and responsibilities.
- We aim to encourage high standards of learning and behaviour emphasising praise and positive affirmation.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration, relating to the 42 rights of the UNICEF 'Children's Rights Charter'.

### Rights and Responsibilities

At St Mary's, we use rights and responsibilities to ensure that St Mary's C.E Primary Schools is a safe places in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.

- Teachers and staff have the right to teach and work in a friendly, safe and supportive school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe, helpful and respectful school.

## Why positive behaviour expectations?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

In the classroom, we believe that good behaviour is promoted through outstanding teaching and learning.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well, relating to positive affirmation and rights respecting vocabulary.

## Reflection

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At St Mary's C.E Primary School, we have a behaviour system that is based around positive affirmation. We aim to have all children behaving responsibly, considering other pupils rights and trying to be the best they can be and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school communities aims to show this behaviour at all times.

If a pupil hasn't behaved in a manner consistent with St Mary's behaviour policy, the pupil is given an opportunity to reflect on behaviours and choices. The emphasis is on the pupil making a bad choice, not that the pupil is a bad person. Reflection is done through dialogue with a staff member, senior

manager and the pupils complete a reflection sheet. This is used during break times and in the classroom.

## Restorative Approach

At St Mary's, we recognise that a restorative approach offers an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

What is a restorative response to harm or conflict? Those affected are invited to have dialogue around the following questions:

- What has happened / is happening?
- What were you thinking?
- How are you feeling?
- How are you being impacted? And others?
- What do you need to do to move forward?

What is being restored? This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication.
- Empathy and understanding for the other's perspective (using the Rights Respecting Agenda).
- Respect.
- Understanding the impact of one's own behaviour on others.
- Reparation for material loss or damage.
- Next steps / taking ownership of consequences (using the Rights Respecting Agenda).

Through using the above process, we recognise that this will have impact on the following:

- Pupils will take ownership of the restorative process and will desire stronger, positive outcomes.

- Improved relations.
- Provide a dialogue that will provide a strong opportunity of reducing conflict.
- Provide meaningful dialogue for staff and pupils.
- Have a greater impact on self-esteem and well-being.

## What are the classroom expectations?

- Class list visible for ticks. Successful behaviour management always has lots of meaningful praise.
- Ticks to be given by all adults if they see positive behaviour or learning (e.g lining up, co-operative learning, sitting on the floor e.t.c)
- 3 ticks represent a circle and a name in the hat for 'Star of the week'. Ticks are also linked to the classroom behaviour reward systems.
- All behaviours linked to rights and responsibilities.

## Process for disruptive behaviour and poor choices by pupils

- If a pupil is not following instructions or their behaviour is causing a concern, a warning is given first. A short explanation as to why the warning will be given.
- If it persists, the pupils name will go on the sad side.
- If it persists, a warning will be given (if applicable).
- Then name and 1 cross. The cross represents (5 minutes stay in at break or lunch – under the instruction of the teacher).
- If it persists, a warning will be given (if applicable).
- If it persists, then name and 2 crosses. The cross represents (10 minutes stay in at break or lunch – under the instruction of the teacher).  
The pupil will move to the back of the class for reflection time or calming down time.

- If it persists, a warning is given.
- If it persists, then name and 3 crosses. The cross represents (15 minutes stay in at break or lunch – under the instruction of the teacher).  
The child will be removed to a named class agreed with the senior leadership team. This is referred to as a 'lost chance'.
- Names on the board must be given by the teacher. In the absence of the teacher, the teacher or teaching assistant leading the class.
- A record of lost chances letters will be kept.

## Behaviour consequences

### First lost chance

A letter will go home and the parents / guardians will be phoned about the incident. A meeting can be arranged between the teacher, pupil and parent.

### Second lost chance

A letter will go home and the parents / guardians will be phoned about the incident. A meeting will be arranged between the teacher, parent and pupil.

### Third lost chance

A letter will go home and the parents / guardians will be phoned about the incident. A meeting will be arranged between a senior leader, teacher, parent and pupil.

### Fourth lost chance

A letter will go home and the parents / guardians will be phoned about the incident. A meeting will be arranged between the Headteacher, teacher, parent and pupil. The child will have a day of seclusion timetabled in another

classroom with work provided from his class teacher. The Headteacher will consider the behaviour of the pupil and consider whether the pupil requires a fixed period exclusion.

The lost chances will be cleared every half term e.g. in Term Autumn 2, they will go back to the first lost chance letter.