St Mary's Catholic Primary School

Behaviour Policy

Behaviour Rules

Be Safe
Be Ready
Be Respectful
Be Kind

Policy review date- Autumn 2023
Person Responsible- Helen Tomlinson
Ratified by Academy Council- Autumn 2023

Review date- Autumn 2024

Purpose
The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at St Mary's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.   Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on mutually respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency combined with clear and calm adult behaviour underpins this policy.

Aims
   • To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
   • To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
   • To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
   • To give staff the tools to enable them to support and equip children with strategies to manage their own behaviour and build positive relationships with others.
   • To create a culture of exceptionally good behaviour: for learning, community and life.
   • To ensure that all learners are treated fairly, shown respect and to promote good relationships.
   • To refuse to give learners attention and importance for poor conduct.
   • To help learners understand and take control of their own behaviour, and be responsible for the consequences of it.
   • To ensure that excellent behaviour is a minimum expectation for all.

St Mary's Vision
We want all of the St Mary's family to live out daily our mission statement: *'With Christ at the centre we show Unity, Joy, Love, Respect and Courage.'* In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider St Mary's community and showing St Mary's initiative. *'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

All St Mary's Staff
All staff at St Mary's work together to support, guide, model and show a unified consistency to the learners. Staff will:
   • Meet and greet learners at the beginning of the day

- Actively seek opportunities to praise learners for making good choices
- Consistently model respectful behaviour towards pupils and staff
- Provide opportunities for restorative conversations with pupils about their behaviour
- Celebrate pupils and staff who go 'above and beyond' expectations

Senior Leadership team

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners. Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around school, especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Monitor, review and adapt the whole school behaviour policy regularly to ensure it is reflective of the current school cohort
- Use behaviour data (recorded on CPOMs) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Behaviour Policy Blueprint (See Appendix 1)

The Blueprint is a concise A4 document which all stakeholders will refer to for a consistent approach to our Behaviour Policy to ensure expectations are clear and consistent throughout school.

St Mary's School Rules

- Be safe
- Be ready
- Be respectful
- Be kind

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." Ephesians 4:32

St Mary's Value message

At St Mary's, all staff and pupils show mutual respect.

We love learning and find joy in working together in unity, showing courage in the face of challenges.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show St Mary's Values, follow the school rules and go over and above.

Ways that children will be recognised for doing so:

Verbal praise

Examples of pupils making good choices and following the school rules will be clearly articulated and praised by all members of staff as often as possible. This serves the purpose of identifying and teaching learners when they have made good choices, as well an encouraging other pupils to demonstrate these behaviours. All stakeholders should recognise that good behaviour and correct choices do not go un-noticed.

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. The recognition board recognises the achievement of the individual. Whilst there is no material prize for class completion, it will be recognised and praised by senior leaders, personally.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

Class rewards

Each class has worked with their teacher to design a reward system.

In KS2, each class will have a marble jar; a marble is worth 1 minute of reward time. Each class will get their earnt reward time on a Friday afternoon. This might be the field, MUGA (Multi Use Games Area), adventure playground, getting out the equipment or something else.

In KS1, classes will have a marble jar; a marble is worth 1 minute of reward time. The jar will be filled up throughout each half-term and rewards received one afternoon during the last week. Rewards might be iPads, games in the hall, film or playing outside with equipment.

House points

House points can be awarded by any member of staff to acknowledge positive behaviours. Each pupil is allocated a specific house team to be a part of and gather points for. This teamwork approach to rewards systems encourages collaboration and allows for shared successes. The house team with the most points will be announced in each Friday assembly. The house team with the most points at the end of each term will receive a reward.

'Over and above' Recognition board

Pupils who demonstrate behaviours that go over and above the expectation can be recognised by the Head teacher. A Head teacher's recognition board will gather the names of these pupils. If a pupil's name is added to the 'Over and Above' recognition board, their parents will be contact by the head teacher to celebrate their successes. The pupil will also be invited to join the Head teacher for a hot chocolate.

A Positive Note Home

The Positive Note (St Mary's postcard) is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- it must be sincere to keep its value.

'The positive note enables you to mark the moment with the child. You ore framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Individual Praise Certificates

Awarded at assembly every Friday - two children are selected each week by each class teacher for demonstrating the school values and for their academic successes. The children will receive their certificates in each whole school celebration assembly.

Classroom Script (See Appendix 1)

The Classroom Script is a 30-Second micro script which will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 2 of the consequences, following a verbal reminder. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. Furthermore, the micro script should be delivered in an emotionless tone, designed to prevent escalation.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At St Mary's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (See Appendix 1)

Planned restorative questions will be used to support restorative meetings and/or conversations. For KS2 pupils, up to 4 questions will be used. For EYFS and KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

These questions will be used by all staff at St Mary's to teach our pupils to identify their behaviours, empathise with those who have been affected, and develop strategies to modify their future behaviour.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Consequences' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Suspension and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At St Mary's, we encourage positive behaviour which reflects our behaviour value statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

For children with behaviour as an additional need, examples of these will be detailed on their personalised support plan.

Consequences implemented are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

Reminder

When a pupil is not making good choices, in line with our school rules, they will be reminded by an adult of the behaviour expected at St Mary's.

Classroom script (See Appendix 1)

If a pupil continues not to make good choices regarding their behaviour, despite being reminded, an adult will deliver the classroom script:

I noticed..

You have broken the rule…

You have chosen to…

Do you remember last week when… THAT is

who I need to see today.

Thank you for listening.

Reflection time

If, despite a reminder and hearing the classroom script, a pupil continues not making good choices, they will be asked to take some reflection time. This should be the next break/lunch time, or outside of the classroom. This is a reflective time where the child and adult privately discuss their actions and how it has impacted on others. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

When a pupil's actions have resulted in physical or emotional damage, they will be asked to formulate an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.

SLT

When a pupil has already taken part in some reflection time yet continues to not make good choices, they will be asked to speak to a member of the senior leadership team: Mrs Tomlinson, Mrs Bleasdale or Mrs Moore.

Incidents of a more serious nature e.g. hurting another child or adult, damaging school property might not progress through the previous consequences and instead be dealt with immediately by a member of senior leadership.

When a pupil has engaged in a conversation with SLT regarding their behaviour, this will be logged on CPOMs.

Phone call home

We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting as required. When a phone call home has been made regarding pupil behaviour, this will be logged on CPOMs.

Suspension (internal)

When a pupil's behaviour is posing a risk to themselves or others, senior leadership may decide that a pupil should continue to work in school but in a different space to their peers. This decision will be discussed with parents.

When an internal suspension has taken place, this will be logged on CPOMs.

Suspension

When an incident of a serious nature occurs, the senior leadership team may decide that a fixed-term suspension is the safest option.

When a fixed term suspension has taken place, the appropriate paperwork will be shared with parents and the local authority.

Managing Behaviour

Engagement with learning is always our primary aim at St Mary's. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

- Abuse in intimate personal relationships between peers

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery)

- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in this policy.

Sexual violence and sexual harassment between children in schools Sexual violence

and sexual harassment can occur:

- Between 2 children of any age and sex

- Through a group of children sexually assaulting or sexually harassing a single child or group of children

- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence

- Could put pupils in the school at risk

- Is violent

- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

- Familiar, trusted member of staff will support the children who have been victims of or perpetrated the abuse. An Early Help Referral or a MARF to Harrogate's social care may be appropriate.

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensure pupils are able to easily and confidently report abuse using our reporting systems

- Ensure staff reassure victims that they are being taken seriously ☐ Ensure staff are trained to understand:

o How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports

o That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"

o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

✦ Children can show signs or act in ways they hope adults will notice and react to

✦ A friend may make a report

✦ A member of staff may overhear a conversation ✦ A child's behaviour might indicate that something is wrong

o That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

o That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

o The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it

o That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Staff responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately. You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the

safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- What further information is required to decide on the best response

- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Executive Head teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate).
If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through, dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school

- Change in friendships or relationships with older individuals or groups

- Significant decline in performance

- Signs of self-harm or a significant change in wellbeing

- Signs of assault or unexplained injuries

- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male

- Having been frequently absent or permanently excluded from school

- Having experienced child maltreatment

- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RHSE curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is

- How it is most likely to be encountered

- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment

- Issues of legality

- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.
To achieve this, we will:

- Put systems in place for pupils to confidently report abuse

- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

- All children should report any issues face to face/ via a friend/ to a trusted member of staff who will pass on to the DSL.

- The reporting systems and processes will be made clear through discussion in our Living Life to the Full curriculum.

- Children will feel safe in submitting any concerns, through reassurances provided following disclosures.

Monitoring

The effectiveness of this policy will be monitored in line with the school's monitoring and reviewing of school policy procedures.
Any questions regarding this policy should be directed to Mrs Tomlinson or Mrs Bleasdale, who the school's leads on this issue.
This policy will be reviewed by staff in the summer term of each academic year in preparation for the start of the new school year in September. The Behaviour Policy is ratified by the Academy Council and shared with all staff in the first meeting of the new school year.

Notes:

1. This policy has been agreed by all school staff and ratified by the Academy Council of the School.
2. Parents are entitled to view this document
3. This policy is subject to further development alongside other school policies.

Appendix 1 – St Mary's Behaviour Policy Blueprint

St Mary's Behaviour Blueprint

St Mary's behaviour value message

At St Mary's, all staff and pupils show mutual respect.
We love learning and find joy in working together in unity , showing courage in the face of challenges.

Our 4 rules

Be safe

Be ready

Be respectful

Be kind

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." Ephesians 4:32

Rewards

Verbal praise

Recognition board

'Over and above' board

Class rewards

House points

Certificates

Postcard home

Adult behaviour

- Respectful
- Innovative
- Compassionate
- Polite
- Hard-working
- Fair

Consequences

1. Reminder
2. Classroom script
3. Reflection time
4. SLT
5. Phone call home
6. Exclusion (internal)
7. Exclusion

Classroom script

I noticed..

You have broken the rule...

You have chosen to...

Do you remember last week when..

THAT is who I need to see today.

Thank you for listening.

Restorative questions

1) What happened?
2) How did it make …. feel?
3) What can we do to put this right?
4) What will you do in the future?