



Behaviour expectations and procedures

<u>GOLDEN RULES</u>	<u>VISIBLE CONSISTENCIES</u>
<p>In St Mary's we are...</p> <ol style="list-style-type: none"> 1. Ready to learn 2. Respect 3. Safe <p>Practice with your classes, to what each of these look like. In class, in assembly, in PE, whilst walking around the school, in the playground, line up, etc.</p>	<ol style="list-style-type: none"> 1. 30 second check in (visual display or verbal reminder) 2. 5 4 3- Stop 2- Look 1- Listen 3. Greeting at the door at the beginning of the day. 4. Walking on the left, smooth transitions eg. 1,2,3 lining up. 5. Wait for 100 %
<u>ABOVE AND BEYOND RECOGNITIONS</u>	<u>SANCTIONS</u>
<p>Above and beyond display in each class.</p> <ol style="list-style-type: none"> 1. Teacher's to daily praise students for their above and beyond behaviour relating to school's rules (above and beyond board started from 'clean/ fresh' every day. Children to be told what they are getting above and beyond for specifically.) 2. Golden tickets to be handed out during break and lunch by MSAs. 3. Star of the week given out to outstanding pupil on Friday's celebration assembly, linked to school's mission and values. 4. House points given out for academic achievements. 5. Principal to select above and beyond children, in order to send recognition postcards home. 	<p>First reminder</p> <p>30sec 1:1</p> <p>Give a private 2nd verbal reminder of the Golden Rule you expect to see through micro-script.</p> <ol style="list-style-type: none"> 1. <u>ANCHOR</u> - "Do you remember ... 2. <u>REMINDER OF EXPECTATIONS</u> - "I expect 3. <u>CLOSE</u> - "Thank you." 4. 'Time-out' (in their own class) for reflection and a further opportunity to correct behaviour. <p>If behaviour persists, follow up with a suitable consequence: time out in class, if severe time out in neighbouring class for no longer than 10 min, if involving verbal or physical (1h), Obama suite. Phone call home to inform parents of sanctions taken. SLT must be informed of any homophobic or racist behaviour.</p> <p>If further support is needed, call for SLT support. PSP plan to be implemented if undesirable behaviour is reoccurring.</p>



Behaviour procedures

CONSISTENT SCHOOL ENVIRONMENT

- Children are met by the teacher with a **greeting** every morning and afternoon as they enter the classroom.
- Adults consistently use **signals for silence**, such as: a hand in the air and wait; a clapped rhythm; standing silently.
- Adults consistently use strategies to get student's attention: 30 s check in; 5,4,3,2,1 countdown; Wait for 100%.
- The first **behaviours drawn** attention to by adults are always positive.
- The **Golden Rules** of ('*We are ready to learn,*' '*We are respectful,*' '*We are safe*') are displayed clearly for all to see.
- **Praise boards** are used to reinforce above and beyond behaviours within the Golden Rules.

STRATEGIES

- Ensure learning activities **meet the needs** of all children.
- Children are **seated/grouped** to maximise behaviours for learning.
- **Position** yourself around the room, standing near particular children.
- **SELECTIVELY ignore** low-level behaviours which are intended to gain your attention.
- **Praise the majority** for specific above and beyond behaviours.
- Use **silent gestures** such as eye-contact, touch the child's table, remove 'fiddles.'
- De-escalate through **distraction**.
- **Verbal reminder** to individual child, of the Golden Rule you expect to see.

STEPPED PROCESSES

- Give a **private 2nd verbal reminder** of the Golden Rule you expect to see through **micro-script...**
- ...**ANCHOR** - "**Do you remember** this morning, when I praised you for working hard in English. You were quiet and focused on your learning."
- ...**REMINDER OF EXPECTATIONS** - "**I expect** you to work on your maths in the same way. Focused and working quietly on your learning because at St Mary's, we are always ready to learn."
- ...**CLOSE** - "**Thank you.**" Walk away and give the child time to choose the correct behaviour (eg. 30 sec to get back to work).
- Give the child a '**Time-out**' (in their own class) for reflection and a further opportunity to correct behaviour.
- Call SLT with post it note with only the room where additional support is needed (eg '5 King Junior')