



St Mary's CE Primary School
Felsham Road
Putney

Behaviour Policy and Practice

***Vision:** Delivering excellence, allowing all to flourish*

***Mission:** Creating a culture of wonder, guided by Christian faith*

***Values:** Compassion, Endurance, Thankfulness*

September 2024

The school's behaviour policy is based on Christian values – especially our core values of compassion, endurance and thanksgiving. In our Christian community, relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy.

We have due regard for our duties under the Equality Act 2010. Through the delivery of this policy we will ensure we eliminate discrimination, advance equality of opportunity and foster good relations between all stakeholders and members of the global community.

This policy sets out the practice that **all** staff will employ when managing the behaviour of pupils at St. Mary's even when pupils are not on school premises and in the charge of a member of staff. This policy also applies to pupils' behaviour outside of school where non-criminal behaviour or bullying:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public/staff and/or
- could adversely affect the reputation of the school.

Although it is a policy that determines what the expectations of **pupil** behaviour are and how it is managed, the expectations set out in this policy should be adhered to by **all** stakeholders not just pupils. We believe that pupils learn by example and it is expected, therefore, that **all** adults in the school will model exemplary behaviour.

All of our pupils are individuals. As we differentiate the curriculum for them in so far as possible, so this policy will be differentiated in the best interests of every individual pupil - **especially those with Special Educational Needs and disabilities** - and the school community as a whole.

All parents who have children on roll at St. Mary's will be asked to sign a Home/School Agreement (Appendix 1) following their child's admission to the school. The agreement is also signed by the head teacher and outlines both the child/parent's entitlement and the school's entitlement. The current St. Mary's Home/School Agreement dictates that the school should establish a code of behaviour which ensures a safe and caring environment and that parents support this code of behaviour. This policy and practice is that code of behaviour.

Introduction

In order for teachers to be able to teach and children to be able to learn, it is important that children feel emotionally and physically safe in their classrooms and the school as a whole.

All stakeholders at St. Mary's are committed to building positive and trusting relationships with each other. We believe that we need to invest the time and effort to get to know our pupils and to **teach** them the behaviour and academic skills necessary for success. This means, we will approach the management of behaviour with as much thought and planning as we would the delivery of any other lesson.

St. Mary's Five Expectations:

At St. Mary's we have Five Expectations:

1. We learn to listen carefully and speak politely to everyone
2. We try to work hard in class and not interfere with the work of others
3. We move around the school quietly
4. We show respect to others, 'hitting back', 'fighting' and 'bullying' are not tolerated
5. We help to keep the school buildings safe, clean and tidy. Sweets, glass, bottles, sharp instruments and cans should not be brought into school.

In order to achieve the five expectations we believe that children need:

- to know what the behavioural expectations are
- to be taught responsible behaviour
- clear boundaries
- positive recognition and support

A Proactive Approach

Staff at St. Mary's should not wait for poor behaviour to occur before developing a plan of action. They should determine ahead of time the corrective actions they will use when children are disruptive. They should plan to positively support (reinforce) pupils when they behave appropriately and they should teach their pupils how they expect them to behave.

Proactive responses are productive because they stop undesired behaviour, model socially acceptable behaviour and put the responsibility on the pupil for choosing the appropriate behaviour. Most importantly they support consistency in the approach to managing behaviour.

At the core of the proactive approach there is:

- A discipline plan
- The teaching of responsible behaviour
- The behaviour management cycle:
 - explicit direction
 - supportive feedback
 - corrective actions

Discipline Plans

Every class teacher should have a discipline plan for their class which they should share with anyone else who teaches their class or supervises them at other times e.g. support staff.

A discipline plan sets out what is expected of pupils and determines the supportive feedback and corrective actions that will be taken in the event they are needed.

Plans consist of three parts:

1. Class expectations
2. Supportive feedback

3. Corrective actions

All three should be clearly and prominently displayed together in every classroom.

Class Charters

Class charters will be written at the start of each academic year. The class teacher should work with the pupils in their class to compose no more than five positive expectations which are observable and can be enforced **at all times**. Class charters should be organised using the United Nations Convention for the Rights of the Child. Teacher and children should choose up to five articles from the convention which are the most important for their charter and clearly state what adults will do in order to ensure the article is fulfilled and what children will do to ensure the same.

Behavioural Narration

When pupils do not comply with specific directions it is easy for teachers to focus on the pupils who are not doing what they should be doing. This creates a negative environment in the classroom and sends the message that the best way to attract attention is by engaging in inappropriate behaviour. At St. Mary's this is not the message we want to communicate - we aim to keep the emphasis on the positive by focussing on those pupils who are doing what they are supposed to do. This technique is called behavioural narration. E.g. the teacher gives a direction as follows:

'Everybody please line up for assembly.'

Now they look for pupils who are following directions and point out their actions by narrating the appropriate behaviour:

'Andrew is lining up quietly. Ellen is in line, too.'

This technique reinforces the positive behaviour of pupils who are following the directions and reminds the pupils who are not yet following them what they should be doing and keeps the emphasis on the positive rather than the negative. The goal is to acknowledge every pupil every day.

Supportive Feedback - Positive Reinforcement

'Catch them being good!'

Supportive Feedback is the sincere and meaningful attention that is given to a pupil for behaving according to expectations. It motivates pupils to choose appropriate behaviour, increase pupil's self-esteem, dramatically reduces negative behaviours and creates a positive atmosphere. While supportive feedback is positive in nature, it is not evaluative or judgemental like praise can be. The goal of supportive feedback is to help pupils make good choices for their own sake, not staff approval!

Examples are:

- Verbal recognition - staff should avoid excessive praise, using behavioural narration in its place. Praise is judgemental. Feedback is non-judgemental.
- Individual rewards such as:

- Positive notes and phone calls home
- Stickers
- Peer recognition
- Sharing work
- Family points
- Responsibilities
- Learning Warrior Certificates
- Secret Good Manners Spotter
- Assign special privileges
- Teacher/teaching assistant helper
- Child/Star of the week board or similar
- Round of applause
- Table rewards
- Worker of the day
- Special mention in assembly
- Head teacher's award
- Letter from the head teacher
- Whole class rewards:
 - Class certificates
 - Class letter home
 - Special mention in assembly
 - Extra play
 - Non uniform days
 - Picnic lunch
 - Free time
 - Trip
 - DVD

Corrective Actions - Sanctions

Corrective actions are put in place when children choose not to meet the five expectations or follow their class expectations.

See Appendix 2 for examples of low, mid and high-level behaviours.

Corrective action should never be harmful. The action will be something the pupil does not like, but it must never be physically or psychologically harmful. The behaviour is always the focus for corrective action and not the child as a person. Children who find this aspect of achievement challenging need support in order that they can be helped to improve. Personal criticism is destructive and damages relationships.

When a child needs corrective action they are given a 'reminder' each time. There are five possible reminders each day.

Parents are not informed every time a child receives a reminder. However, when a child is consistently receiving reminders throughout the week, the parent should be informed sooner rather than later.

Communication between parents/members of staff may take place in the following ways:

- A message delivered through the PACT email system
- A conversation between parent and member of staff
- A letter, telephone call or direct personal email (deputy head/head teacher only - not ParentMail)
- A meeting between parent and member of staff

If a child is consistently reaching fifth reminder then they will be referred to the senior leadership team, first the assistant head teacher, then the deputy and finally the head teacher.

Example of Early Years Foundation Stage corrective actions:

Reminder	Recorded	Action
1	Class teacher to keep record	Verbal warning
2	Picture/Name to be put on the rain cloud from the rainbow	Child to place their photo from the rainbow to the rainy cloud
3	Picture/Name to stay on the rain cloud	Time out with a 3-5 minutes timer
4	Picture/Name to stay on the rain cloud teacher to keep record	Time out in EYFS or KS1 classroom
5	Picture/Name to stay on the rainy cloud teacher to keep record	Time out with the deputy head

Example of Key Stage 1 Corrective Actions:

Reminder	Recorded	Action
1	In record folder	Verbal reminder
2	In record folder	Thinking hoop/Time out (5m)
3	In record folder	Longer time out (10m) at playtime
4	In record folder	Sent to another class for time out (15m)
5	In record folder	Sent to deputy head and note to Parent/Carer in PACT email (20m)

Example of Key Stage 2 Corrective Actions:

Reminder	Recorded	Action
1	In record folder	Verbal reminder
2	In record folder	Five minutes at time out table in class
3	In record folder	Fifteen minutes time out in class
4	In record folder	Sent to another class for time out (at least until the end of the session)
5	In record folder	Send to deputy head and note to Parent/Carer in PACT email

During time out, pupils will continue with their class work so as to minimise the disruption to their own and others learning. When they are on their fifth reminder they will complete a reflection sheet (see Appendix 3 for example). PPA teachers and lunchtime supervisors create their own discipline plans for their classrooms/playground. Parents will be informed via a PACT email if reminder four or five are given.

Every pupil starts every day with a clean slate. Teachers make a record of reminders given as this is useful for tracking and monitoring pupil behaviour.

Members of staff who have responsibility for the direct supervision of pupils can employ corrective actions according to the class teacher's discipline plan. All staff, except the head, deputy and assistant head teacher, should consult the Class teacher before employing corrective actions.

The Teaching of Responsible Behaviour and Explicit Direction

In order for a discipline plan to work it must be taught to pupils. When we want to acquire a new skill we must teach it or be taught it. If we want pupils to meet the five expectations and the class expectations then we must teach them to them.

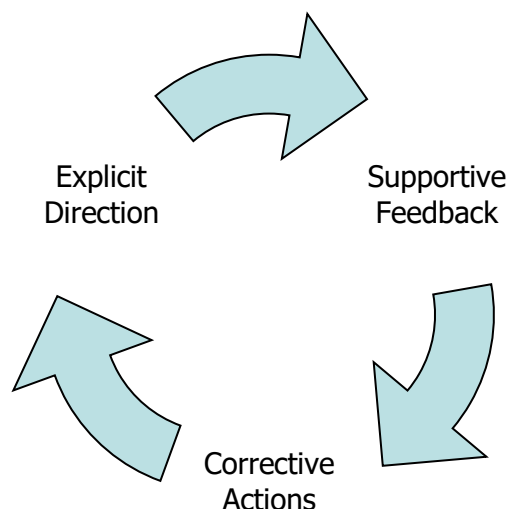
This lesson will take place on the first day of every academic year and will be revisited at the beginning of each term or more regularly as deemed appropriate by the class teacher. It should be re-taught every time pupils repeatedly misbehave or the classroom/session seems to get out of order:

1. Explain why expectations are needed (inherent rights and responsibilities)
2. Teach the expectations
3. Check for understanding
4. Explain the supportive feedback that will be used when pupils follow the rules
5. Explain why you have corrective actions
6. Explain the corrective actions
7. Check for understanding

The beginning of the school year is filled with 'first times'. The first time the children line up, the first time they move into their English or Maths groups, the first time they have to collect resources etc. School staff, especially teachers should consider if pupils know what the expectations for these activities are.

It is essential that all staff give clear directions at all times and that children are trained in routine procedures such as lining up, responding to the register, collecting resources etc. so that they know what is expected. Routines must be taught – pupils will not just 'know' what is expected of them.

Once pupils are clear on the expectations and routines, the discipline plan is used to action the behaviour management cycle:



Beyond The Behaviour Management Cycle

When a pupil consistently reaches reminder five or exhibits high level behaviours consistently or those behaviours which the head teacher, or their representative, considers would not be productively managed within the behaviour management cycle, it may be necessary to employ one of the following sanctions:

Sanctions:

Missed break and lunch time should not be used as a sanction for managing behaviour. It should only be used to support learning e.g. when a pupil remains in the classroom to finish off work not completed in lesson time. Teachers should keep a log of children who are needing to finish work at break or lunchtimes.

Parents should be informed immediately before any of the following sanctions are to be employed.

- Class teacher – report card (see Appendix 4)
- Assistant head teacher – report card
- Deputy head - report card
- Head teacher – report card

Only the head teacher or their representative can authorise the following:

- Use of seclusion/isolation room (where pupils pose a danger to themselves or others and where they are monitored closely by an adult at all times)
- Detention – outside of school hours (parents notified)
- School service (like community service)
- Debarment from the premises at lunchtime
- Internal exclusion

Only the head teacher, or their representative, can authorise the following:

- Formal exclusion:
 - temporary
 - permanent (with the support of governors)

Should permanent formal exclusion be considered, the decision will be made by the Head Teacher and the Pupil Discipline Committee of the governing board (or Chair's action). St. Mary's is an inclusive school with a Christian foundation and formal exclusion will be a last resort. The Chair of Governors will be informed of all temporary fixed term exclusions as soon as is practically possible.

If a pupil chooses to exhibit the behaviours outlined as high level in Appendix 2 they will be sent to the assistant head teacher, the deputy on the second occasion and the head teacher on their third.

Should a pupil make an allegation against a member of staff that proves to be unfounded and malicious then permanent exclusion will be applied.

Confiscation of inappropriate items

The '*general power to discipline*' enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It also gives the power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs and substances
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- *any item banned by the school rules

If these items are found, a report will be made to, and the items handed directly to the police (with the exception of *). Otherwise, it is for members of staff to decide if and when to return a confiscated item.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The head teacher may use such force as is necessary when conducting a search, without consent, for the items above, with the exception of any item banned in addition by the school rules e.g. collectables.

Governance

The governors and SLT share a strong commitment through this policy to tackling inappropriate pupil behaviour in the school. Governors believe that work in this area should be dealt with by the school's educational professionals.

The governors take their responsibility to support staff in the workplace as a core governance role. Employees should feel well supported by the SLT and governors in this area. The head teacher will give a report on pupil behaviour to the full governing board through their report on attendance and behaviour the Pupil Committee, each term.

Pupil behaviour will be managed in the following stages:

Stage 1: Class teacher support

Stage 2: Class teacher with SLT support – assistant head teacher

Stage 3: Deputy head teacher

Stage 4: Head teacher support

Stage 5: Head teacher and Agency support where appropriate

Stage 6: Head Teacher, (Agency) and governor support

Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- DfE statutory guidance
- Safeguarding and Child Protection
- Anti-Bullying
- SEND/Inclusion
- Positive Handling
- Accessibility Plan
- Complaints Procedure
- Disability and Equality (Equality Act 2010)
- eSafety Policy
- Home/School Agreement
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Whole School Food Policy

This policy forms part of the induction pack of policies which staff are asked to read before they start work in the school. Behaviour plans are checked annually by the Head Teacher.

The approach to behaviour management at St. Mary's is based on Lee and Marlene Canter's Assertive Discipline approach. It is recommended that all staff familiarise themselves with this approach by watching the professional development DVD Set and by reading: Lee Canter's Assertive Discipline: Positive Behaviour Management for Today's Classroom (Solution Tree Press 2010 ISBN: 978-1-934009-15-4).

This policy and practice complies with the advice and guidance provided in the DfE's Behaviour in Schools: Advice for Head Teachers and School Staff, February 2024. It would be good practice for all staff to familiarise themselves with this document and the suggested linked documents.

Consultation and Participation

Parent and pupil surveys are conducted regularly in which parents and pupils have an opportunity to give their views on the standard of behaviour in the school and specifically how the school deals with alleged incidents of bullying i.e. how effective this policy is in practice.

Monitoring and Review

This policy will be reviewed at least once every year.

Name/s and job title of reviewer	Date of review	Date of governor approval	Suggested date for review
Cheryl Payne – Head Teacher	January 2013	July 2013	June 2014
Cheryl Payne – Head Teacher	June 2014	July 2014	July 2015
Cheryl Payne – Head Teacher	May 2015	May 2015	May 2016
Cheryl Payne – Head Teacher	May 2016	May 2016	May 2017
Cheryl Payne – Head Teacher	June 2017	June 2017	May 2018
Cheryl Payne – Head Teacher	May 2019	July 2019	May 2020
Cheryl Payne – Head Teacher	May 2020	July 2020	May 2021
Cheryl Payne – Head Teacher	May 2021	May 2021	May 2022
Cheryl Payne – Head Teacher	May 2022	May 2022	May 2023
Cheryl Payne – Head Teacher	May 2023	May 2023	May 2024
Cheryl Payne – Head Teacher	September 2024	October 2024	May 2025

Appendix 1:

Home School Partnership Agreement

Vision: *Delivering excellence, allowing all to flourish*
Mission: *Creating a culture of wonder, guided by Christian faith*
Values: *Compassion, Endurance, Thankfulness*

Academic Year: 2023-24

Dear Parent/Carer,

We are very pleased to welcome you and your child as members of the St. Mary's school community. We hope that we will work closely together so that your child enjoys a happy and successful time at our school.

St. Mary's CE School is a Church of England school which is part of a wider Christian family. The school benefits from strong links with the Parish of Putney and the support of the Southwark Diocesan Board for Education.

As set out in our Mission, Christian values are at the heart of all that we do. At St. Mary's CE School we believe that successful partnership between the school, the church, the parents and the children helps every pupil to take full advantage of all that the school has to offer. The following agreement supports this partnership in the interests of our children.

Home School Partnership Agreement

The child's and parents' entitlement:

The school will ensure that a framework exists within which all can play their part, and which contributes to the success of each individual.

We will undertake to ensure that the school's organisation and structure will:

- Provide a welcoming and stimulating environment;
- Offer an effective means of communication for exchanging information, queries and reviews on school matters;
- Provide a high standard of education through programmes of study suitable for your child's age and ability in line with National Curriculum guidelines;
- Provide advice and guidance about your child's programme of work;
- Monitor your child's progress and achievement, and explain and discuss the results with you;
- Arrange termly meetings to discuss your child's progress;
- Alert you to any difficulties should they appear;
- Show respect, care and consideration to everyone irrespective of race, religion, age, disability, gender or sexuality; marital status or pregnancy; and maternity;
- Encourage your child to become an active member of our school community and help them see that they can have an impact on the world around them;
- Establish a code of behaviour to ensure a safe and caring environment;
- Celebrate your child's academic and personal achievements;
- Care for your child's safety and well-being
- Treat all personal information as highly confidential and in line with the GDPR (General Data Protection Regulation)

The school's entitlement:

You can play your part by supporting your child through his or her time at school. You will know best how to achieve this because you are close to him or her and understand him or her better than we ever will in school.

However, our experience suggests that there are ways in which you can demonstrate your interest in a valuable and supportive way.

Parents/Carers will:

- Show a sympathetic understanding of the needs and concerns of their child;
- Show an interest in their child's work, and whenever possible take an active part in supporting his or her study, for example by supporting homework and attending parent meetings;
- Take part in two-way communication with the school in order to keep up-to-date with their child's progress, for example by using the PACT (communication) system and attending meetings;
- Share any concerns/information about your child's health, education or behaviour **at the earliest opportunity;**
- Support the school's policies and practice, especially the Behaviour and Attendance Policies;
- Ensure that their child attends school regularly, on time and with everything they need;
- Be prepared to undertake a Disclosure and Barring Check (DBS), attend Volunteer in Schools training and support the work of their child's class if accompanying them on trips and volunteering in class;
- Demonstrate an interest and active participation in the wider community activities of the school, for example the annual FoSMS (PTA) meeting and ongoing work of FoSMS;
- Show respect, care and consideration to others irrespective of race, religion, age, disability, gender or sexuality; marital status; or pregnancy; and maternity;
- Encourage their child to take part in the full life of the Church School;
- Read all relevant school communication and respond in a timely manner;

Pupils will:

- Attend school, be punctual, wear their school uniform with pride, be organised and have the correct equipment for lessons;
- Do all class and home learning to the best of their ability and ask for help when they need it;
- Show respect, care and consideration to others irrespective of race, religion, age, disability, gender or sexuality; marital status; or pregnancy and maternity;
- Respect the school's policies and practice, especially the Behaviour and Attendance Policies;
- Listen when others are speaking;
- Show respect for the school's environment;
- Meet their class and the school's expectations to the best of their ability;
- Keep parent/carers informed of all school matters including prompt delivery of all letters and messages, to and from home and school;
- Tell a member of staff if they are worried or unhappy as soon as possible.

It is important that we should all recognise and agree to play a part in this partnership, and we hope that you will be prepared to sign below to show that you understand and support the sentiments of this agreement.

Appendix 2

The following three levels of behaviours were collaboratively determined by teaching staff in 2007 and revised in 2013.

The revision of these levels will remain part of the ongoing consultation process with **all** staff and will be incorporated into the planned policy revisions.

LOW LEVEL BEHAVIOUR
<ul style="list-style-type: none">• Talking over another person• Not following instructions• Snatching• Calling out• Ignoring adults/Instructions
MID LEVEL BEHAVIOUR
<ul style="list-style-type: none">• Unkind words to other children• Throwing/breaking equipment• Misuse of equipment• Answering back• Rudeness/surly attitude• Disrespectful to other people• Use of inappropriate language• Inappropriate physical behaviour• Not telling the truth
HIGH LEVEL BEHAVIOUR
<ul style="list-style-type: none">• Racial or Discriminative Remarks• Leaving room without asking• Swearing• Spitting• Stealing• Deliberate physical violence to others• Acts of aggression or victimisation <i>directed toward a vulnerable group/child</i>• Consistent mid-level behaviour issues (despite range of support and intervention)

Appendix 3
Exemplar of reflection sheet

I am Sending Out:

Name:		Class:	
To: _____ (Class)		On (date): ____ / ____ / ____	
From my class for the session: (please tick):			
A	1	Before Assembly	For:
M	2	After Assembly	
P	3	KS1 before playtime/KS2 until 2:30	
M	4	KS1 after playtime/KS2 after 2:30	
Teacher: Name: _____			
Signed: _____			
<p>1. What did I do?</p> <p>I have been sent out because...</p>		<p>2. Which class/school rule/s did I break?</p>	<p>3. Why did I do it?</p> <p>I did it because...</p>
<p>4. How do I feel?</p> <p>I feel _____, because...</p>		<p>5. What will I do to make things better?</p> <p>I will...</p>	

Appendix 4

St. Mary's CE Primary School
Report Card

Child's Name:

Week beginning:

Please put either a ✓ or a x in each box:
✓ met expectations
X did not meet expectations
If a X then please write a short explanation
Agreed sanctions if X is recorded:
•

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Lesson 1					
Assembly					
Break					
Lesson 2					
Lesson 3					
Lunch					
Lesson 4					
Lesson 5					
Signed by the Class/Assistant/Deputy/ Head Teacher					
Signed by the Parent/Carer					

Year 3 Discipline Plan (Behaviour and Classroom Management)

Class expectations

First and foremost, the following is upheld:

St. Mary's Five Expectations

1. We learn to listen carefully and speak politely to everyone
2. We try our best to learn in class and not interfere with the learning of others
3. We move around the school quietly
4. We show respect to others, 'hitting back', fighting and bullying are not tolerated
5. We help to keep the school buildings safe, clean and tidy. Sweets, glass, bottles, sharp instruments and cans should not be brought into school.

Specific to the Year 3 class, who with support from the class teacher have been created by the children based on the UNCRC, the following is also applied:

Class Charter

1. We promise to get a good night's sleep, eat a balanced diet and exercise regularly
2. We promise to help each other, making sure everyone feels happy and safe
3. We promise to be kind to each other, tell the truth and include everyone
4. We promise to listen to each other and respect everyone's opinions

The Class Mantra

Whenever an adult requires the full attention of every child in the class, notably to provide instructions and conduct teaching, the children should follow:

- Good sitting
On chair: sit still with bum on chair, feet flat on the floor, arms folded
On carpet: sit still with bum on spot, legs crossed, arms folded
- Good listening
No talking, whispering, humming or any other noise to help everyone to hear
- Good thinking
Look in the direction of the person talking, making eye contact to show you are thinking about what is being said

The class mantra can be signalled in 3 ways:

- saying the mantra aloud: good sitting, good listening and good thinking

- using the cane toad: stroke the back of the toad with the cane to create a gentle sound
- using the rain stick: turning the rain stick to create a big impact sound

The Noise Gauge

There are four different 'noise' levels followed that suit the different ways the class are learning in the classroom:

- Red – silence: *for independent learning*
- Orange – whisper: *for paired learning*
- Yellow – quiet voices: *for group/table learning*
- Green – controlled voices: *for whole class learning and wet play activities*

The Zones of Regulation

This is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones – blue, green, yellow and red. Teaching the zones gives children a shared language to talk about their emotions by associating them with these visual coloured zones. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings. A child who can self-regulate is able to remain calm in a stressful situation, cheer themselves up after a disappointment and know when they are experiencing an emotional overload and adjust.

Additional class expectations

- Children in Year 3 are taught responsible and socially acceptable behaviour throughout the school day by using a proactive approach of behavioural narration. This technique focusses on those children in the class who are doing what they are supposed to do, reinforcing the positive behaviour observed, for example, pointing out those who are following directions correctly. This reminds the children who are not yet following them what they should be doing and keeps the emphasis on the positive rather than the negative. The goal is to positively acknowledge every pupil every day.
- As a Church of England school the majority of our expectations can be linked to Christian values and in particular the school values of endurance, compassion and thankfulness are discussed and encouraged.
- In the classroom the children are sat at allocated desk places according to a mixed ability seating plan; this seating plan is reviewed every half-term.
- On arrival to the classroom, children are required to stand silently behind their chair at their allocated desk place until an adult gives the instruction for them to be seated; the only exception to this is when children are arriving in the morning during the soft start arrival.

- During the 'soft start' morning arrival, children are to quietly unpack their school bag, placing their water bottle, snack and Home-School Folder in the appropriate places. They are to then sit at their allocated desk space to complete a morning registration activity independently.
- When lining up to leave the classroom, the children silently form two lines according to a set order (typically height order); children should stand still, have their arms by their sides – known as 'smart standing', or hands together behind their backs or in front – known as 'super smart standing' and everyone should be facing the direction they will be walking; at lunchtime everyone will say the lunchtime prayer.
- Each group of desks has a desk caddy filled with stationery and equipment for the children to use; children should take responsibility for keeping this organised and tidy.
- Children should put their hand up if they have a question or wish to respond – calling out is not allowed.
- Children should remain seated at their allocated desk space during lessons and should only get up if they need to conduct activities such as sharpening pencils, collecting resources, getting a tissue etc.
- Children should request to go to the toilet and are encouraged to wait for transition times to go (unless they are desperate/have a medical reason).
- During wet playtimes the children should follow the 'Year 3 Wet Play Rules' displayed in the classroom.
- Children should all work together to keep the classroom environment clean and tidy; books in the 'book hut' should be kept organised and any books loaned should be returned to their correct section and/or category.
- Class monitors, also known as 'handy helpers', are chosen at the start of each half-term and every child must take responsibility for at least 1 job.
- All learning tasks, including home learning, must be completed in the time given and children are encouraged to complete tasks to a standard that demonstrates their best ability; children who are unable to complete tasks in the given time are encouraged to take responsibility for completing tasks at other appropriate times, for example, in their free time.
- Just before the end of the school day, following tidy up, children are to quietly pack their school bag, collecting their Home-School Folder, water bottles etc. and sit on the carpet for either class story time or a class game.
- When it is time to leave for dismissal for the end of the school day, the class silently line up, as described above, but will say the home time prayer just before departing.

Supportive feedback

When children are demonstrating the class expectations described above, a clear and consistent system of supportive feedback is applied:

Motivation Chart

	MOTIVATION	DESCRIPTION
1	Family Points	A points system awarded to individual children when they have shown positive attitudes towards the following: behaviour, manners, effort and learning; these points contribute to a collective total for each Family Group.
2	Class Mascots	Table groups of children are given a class mascot for working together, for example, 'Kevin Koala' is given to the table who show they are ready first and 'Pat Panda' is given to the table who listen and follow instructions correctly.
3	Top Banana	Awarded to individual children who have produced excellent outcomes in their learning; 1 st , 2 nd and 3 rd place is awarded; the work is displayed in the classroom for all to see.
4	Certificates	Individual children who have applied particular skills will receive a certificate, for example, a 'Learning Warrior' certificate is given to those that have shown the Personal Goals and a 'Secret Good Manners Spotter' certificate is given to those showing good manners; these children are recognised in our monthly Celebration Workshops which are attended by parents.
5	Frogs in a Tree	The whole class are given a 'Frog in a Tree' when they have all worked together as a team; the frogs are collected and for every 10 the class receive an afternoon treat; the treat is decided by the children and parents are informed.

Corrective actions

When children are unable to meet the class expectations described above, a clear and consistent system of corrective action is applied:

Sanction Chart

	SANCTION	DESCRIPTION
1	Verbal Reminder	Child is spoken to, but is not recorded in the behaviour book; based on the idea that everyone deserves a second chance.
2	Time Out 5	Child is spoken to and is recorded in the behaviour book; they must complete time out for 5 minutes.
3	Time Out 15	Child is spoken to and is recorded in the behaviour book with a cross (X); they must complete time out for 15 minutes.
4	Leave the Classroom	Child is spoken to and is recorded in the behaviour book with a second cross (XX); they must complete time out in another classroom for a longer period of time agreed between the members of staff; parents are notified by PACT email.
5	Sent to SLT	Child is spoken to and is recorded in the behaviour book with a third cross (XXX); they are sent to a member of SLT (not HT) to complete a reflection sheet; parents are notified with a telephone call or PACT email.