



Structured Learning Time

This is how we do it here...

Our Vision & Ethos

At St Mary's we believe every person is created in the image of God and of infinite worth. We aspire to be a community where all are seen, valued and respected. We set high expectations for all and provide high support for some, so that every child can succeed. Our restorative approach places reconciliation, forgiveness and fresh starts at the heart of school life, helping children grow as kind, respectful citizens ready to make a positive difference.

Respectful

We use kind hands, feet, and words.
We treat everyone fairly and kindly.
We take turns and include everybody.
We are honest.
We take care of our environment.

Ready

We listen straight away when an adult speaks.
We follow instructions.
We notice when someone needs help and offer it.
Be prepared to adapt play to include others
Active listening

Reflective

We think before we act and make good choices.
We try to sort out problems calmly with our words.
We say sorry when we've done something wrong.
We try again if something doesn't go right the first time.

Visible Consistencies

1. Meet and greet children
2. Give first attention to best conduct
3. Calm and caring

Routines

- 1,2,3 for transitions from carpet to tables
- Stop sign
- Lining up
- Early morning boards for instructions

Recognition and Rewards

1. Public praise
2. A quiet word
3. Praise from another adult
4. House points
5. Weekly certificate
6. Above & Beyond
7. Headteacher Award

Stepped Consequences

Nudge back in the right direction (bespoke for specific children)

Pre-warning

Identify the unacceptable behaviour and consequences privately - link to CofC

Formal Verbal Warning

Identify the unacceptable behaviour - if needed calm space in classroom - reflective conversation after the lesson
Natural consequence or service

Yellow

Time out of the classroom - Reset & Ready area. Conversation with Mrs Maxwell & complete Reflection sheet. Phone call with parents
Natural consequence or service at lunchtime

Red

Record Yellow and Red on Arbor

Reflection Questions

1. What happened?
2. What were you thinking at the time?
3. How did your choices make others feel?
4. Who has been affected?
5. How have they been affected?
6. What other choices could you have made?
7. What should we do to put things right?



Outdoor Playtime

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We notice when someone needs help and offer it.
Be prepared to adapt play to include others
Active listening

Reflective

We think before we act and make good choices.
We try to sort out problems calmly with our words.
We say sorry when we've done something wrong.
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Visible Consistencies

1. Meet and greet
2. Give first attention to best conduct.
3. Calm and caring

Routines

- 1st whistle - 5 minute warning
- 2nd whistle - STOP & listen
- 3rd whistle - line up silently
- One class to tidy up each day at lunchtime

Recognition and Rewards

1. Public praise
2. A quiet word
3. Praise from another adult
4. House points
5. Weekly certificate
6. Above & Beyond
7. Headteacher Award

Stepped Consequences

Nudge back in the right direction (bespoke for specific children)

Pre-warning

identify the unacceptable behaviour and consequences privately - link to CofC

Formal Verbal Warning

identify the unacceptable behaviour -time out in a calm area (benches) - reflective conversation when calm. Natural consequence or service

Yellow

Reset & Ready area. Conversation with Mrs Maxwell & complete Reflection sheet. Phone call with parents
Natural consequence or service at lunchtime

Red

Record Yellow and Red on clipboard & give to Tracy

Reflection Questions

1. What was stopping you from...
2. What were you thinking at the time?
3. How did your choices make others feel?
4. Who has been affected?
5. How have they been affected?
6. What other choices could you have made?
7. What should we do to put things right?