



St. Nicholas and St. Laurence  
CE Primary School

# **Learning and Behaviour Expectations**



**Inspire to Aspire**  
**Life in all its fullness**

We believe that all our children are made in the image of God and as such are of intrinsic value.

At a time when our school is engaged in a journey of rapid improvement, our vision is to inspire all our children to aspire to take on new learning, new experiences, new responsibilities, new challenges to fulfil themselves and become the very best they can and experience “life in all its fullness”.

This vision is rooted in the words of Jesus, “I have come so that they have life in all its fullness” (John 10:10). When Jesus spoke these words to his disciples, he wanted to inspire them to have aspirations beyond what they saw at that moment in time.

Likewise, we at St Nicholas and St Laurence CE VA Primary School want to inspire our children to have the highest aspirations. We want every lesson, experience, and day in our school to expose children to an education without limits and full of joy. We inspire to aspire to life in all its fullness through positive engagement with learning and in our community.

God created us to live in a community for one another. Every single child and every single adult is more precious to God than we can imagine. Our God would only want us to do as he would and reach out and assist one another on our journey through life. To help us in this special task our school community has chosen six values to support the achievement of our vision.

### **Our school expectations:**

#### **The classroom**

- Ready to listen and participate in the learning.
- Listen carefully to whoever is speaking.
- Be respectful of everyone’s views.
- Have all the equipment needed to support your learning ready.
- Show pride in your work – always produce the best and neatest work you can.
- Focus on what you need to do.
- Do not shout out or interrupt.

#### **Moving around the school**

- Walking quietly so the learning in other classrooms isn’t disturbed.
- Hold doors open.
- If someone holds a door open for you say thank you.
- Keep to the left – single file.
- Wait if you need to, letting people pass.

#### **The playground**

- One whistle blows signals the end of play, so stand still.
- Second whistle blows, tidy play area quickly or line up quietly and neatly.

- Put any litter in the bin. Put fruit in the brown compost bins.
- Look out for people who need a friend and let them join in.
- Look after equipment and use appropriately.
- Care for the plants and trees in the playground.
- If you notice something broken tell an adult.

### **General**

- Be respectful of others.
- Kind words, kind hands and kind feet.
- Use of manners – please, thank-you.
- Keeping our school tidy – classrooms, corridors, toilet areas.

### **Outside of school**

- When wearing the school uniform you are representing the school and as such we expect you to demonstrate the behaviours as expected in school.
- Help other people if it looks like they need it.
- Look after your school uniform.
- Be polite to other people.
- Don't use inappropriate language.
- Act kindly to everyone.

### **Celebration of good learning and behaviour**

- Non-verbal such as thumbs up or a smile.
- House points – These are instant points, which can be awarded for a variety of positive behaviour across the school. Points can be awarded by any member of staff.
- Weekly star learner assemblies – an expectation that every child will receive a star learner certificate over the academic year.
- Values assembly – Every third celebration assembly celebrates the value, which has been the school focus during this time. The award is recognition for the child in each class who has best demonstrated the value.
- Headteacher Award Stickers – Where children share a particularly good piece of work with the HT.
- Discussion with parents.

### **Sanctions and consequences for poor learning and behaviours.**

- Warning given and child reminded of expected behaviours and class charter.
- 5 minutes time out in own classroom at break time. Children asked to reflect on their behaviour and the impact on theirs and everyone else's learning.
- If the behaviour persists, parents to be informed.
- A visit to see Mr Roberts or Mrs Morris. This may involve children missing break or lunchtimes. It could also include time out in Mr Robert's office so the learning in the child's classroom is not disrupted. Parents will be informed of the incident and the resulting consequences.
- Children who find managing their behaviour more difficult may need an individual behaviour plan. This must be done in collaboration with the child, parent, class teacher and member of the SLT.

This policy should be read together with the DSAT Behaviour Policy.