

# St Mary's CE High School

*"Everyone is equal: Everyone deserves the best"*

## Communicating Standards & Expectations

Academy Company Reg.No 07999861

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***Through God's love, we are the rich soil where seeds flourish and roots grow,**  
based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best,** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

# **St Mary's CE High School**

## **Communicating Standards and Expectations**

### **APPENDIX 2 of the Behaviour for Learning Policy**

The School continues to have a strong focus on standards and expectations. A great deal of work has been done to maintain a focus on the highest standards of student behaviour. The School values its work with students, parents/carers, Governors and staff to ensure that expected standards for behaviour and general conduct are clear.

Standards have been stated and explained, and are re-iterated and reinforced using a wide variety of methods of communication.

#### **Communication Standards and Expectations to Parents / Carers**

1. St Mary's Behaviour For Learning Policy – constructed in consultation with students, staff, governors and parents, carers, the Policy makes standards and expectations explicit. The Policy also states the consequences of appropriate and inappropriate behaviour. The policy is published on the School website.
2. Schools Tours/Open Evenings/Transition Events – during these activities the Head Teacher and senior staff will make clear the high expectations and standards that will be expected of members of the ST MARY'S learning community. There are opportunities to receive supporting documentation and to ask questions. Parents/carers have the opportunity to ask questions.
3. School Website – the school website ([www.st-maryshigh.herts.sch.uk](http://www.st-maryshigh.herts.sch.uk)) and Twitter account (@STMARY'Sch) reinforces the standards of expectations of the school. The key School policies are available to download from the School website.
4. School Prospectus – Behaviour For Learning Policy details and sanctions are summarised and are described in the context of the School ethos
5. School Brochure – expectations of the high standards set by the School are summarised
6. Annual Information Evenings and Induction Parents/Carers Evening – ethos of school explained and standards and expectations described. Parents/carers have the opportunity to ask questions.
7. Annual Prize Giving – used to celebrate the achievements of students who have demonstrated positive Behaviour for Learning
8. Annual Parents/Teacher Consultation evenings and subject surgeries – standards and expectations are reinforced during one to one conversations linked to learning and progress
9. Progress Review Meetings – progress is reviewed and personalised targets are agreed in consultation with students and parents / carers. Links between behaviour for learning, progress and attainment are discussed.

10. Christian Ethos of the school – based on expectation that everyone should be treated with respect. This is clearly explained to parent/carers during parents/carers induction evenings and meetings as appropriate as well as in school documentation e.g. Brochure and Prospectus. It is also reinforced through Collective Acts of Worship and is displayed around the school e.g. through displays, on the school plasmas
11. Home School Agreement – given to each student and their parent/carer as part of the transition package and signed by students and parents/carers on entry to the School.
12. Personal Presentation Policy – standards are made clear in induction meetings, open evenings and in school documentation. Expectations are explained clearly in school prospectus, on website and in presentations to parents/carers.
13. School Plasmas – standards and expectations are displayed throughout the building on the plasma screens. These are also used to recognise student achievement and reinforce expectations
14. Induction Booklet for New Students to St Mary’s – extracts from the Behaviour for Learning Policy are reproduced summarising policy and explaining standards and expectations
15. School Code of Conduct – reproduced on key information sheets in every classroom and around the school and frequently referred to in Collective Acts of Worship/assemblies/lessons/interviews with students and parent/carers meetings. Also in the School Prospectus and the Brochure
16. Telephone calls to parent/carers – following incidents of both positive and inappropriate behaviour telephone calls home will provide opportunities for discussion of school expectations and standards relating to behaviour for learning.
17. Parent/Carer Newsletters - reinforce expectations and asks for support from parent/carers in maintaining high standards of conduct/presentation and effort etc
18. Personalised letters – following incidents of poor or good behaviour, expectations of school regarding behaviour and reiterated or praised
19. Positive letters – behaviour logs are reviewed every two weeks, and letters are sent to those parents / carers of students demonstrating particularly positive behaviours or poor standards of behaviour. Letters are also sent in response to identified behaviours. Expected standards are clearly communicated in these letters
20. IBP / PSPs – programmes are used to identify personal strengths and development areas and identify strategies to support students in meeting expected standards. Programmes monitored with students and parents
21. SIMS Learning Gateway (SLG) – Used to record Behaviour for Learning (and attendance) against standards and expectations and inform meetings with students and parents / carers. The SLG also provides access to progress and full reports to parents/carers.

22. Meetings with the Head Teacher or other Senior Staff – when parents/carers have a personal interview with the Head Teacher or other Senior Staff, standards and expectations are clarified and restated
23. Head Teacher Surgery – held regularly when parents/carers can come, with appointments, and discuss any aspect of school relating to standards/concerns/issues
24. Pre-admission meeting (for Casual Admission students) – when parents/carers meet with staff to discuss how the needs of a student can be met ahead of a student starting at St Mary's. Staff will explain the expectations of standards of behaviour for learning, attendance and all aspects of school life.
25. Re-admission interviews – following any exclusion parents/carers of involved children are invited into school to meet with the Head Teacher and / or senior staff to discuss the incident, the school code of conduct and expectations as well as strategies for resolving the issue that led to exclusion and avoiding a repeat of inappropriate conduct
26. Governor Behaviour Panel – When student behaviour becomes a cause for concern or at risk of exclusion the student is invited, with their parents/carers, to meet with a panel of governors to discuss the and explain their conduct. Governors will discuss the impact of behaviour on the running of the school and reinforce their expectations of student behaviour
27. Reward Assemblies –in recognition of positive Behaviour For Learning
28. Peer Support –students used to support peers e.g. student buddy; student mentor
29. Student Ambassadors – students used to model positive Behaviour For Learning standards and expectations e.g. as prefects or ambassadors; plenary leaders; B4L Ambassadors
30. Student Voice – regular opportunities for students to discuss key standards and expectations and contribute to school improvement, fund raising and School events
31. Focus Groups – meetings with targeted groups to share Behaviour For Learning standards and expectations (and receive feedback)
32. Daily Tutorials – tutors monitor daily B4L and address incidents of poor behaviour or recognise incidents of positive behaviour with tutees
33. PSHE, Citizenship and Tutor programmes – Programmes of Study that include personal conduct, behaviour and expectations in school and in the community
34. Verbal Warnings – all students are given an initial verbal warning following any incident of low level classroom disruption or poor behaviour. This will be logged on the SIMS student record.
35. Teacher Meetings – students are invited to attend resolution meetings with staff following incidents of poor classroom behaviour to discuss the incident and seek closure/ repair relationships

36. School Detentions – expected standards are reinforced using the school Code of Conduct in all after school detentions
37. Internal Exclusion – students are given the opportunity to reflect on incidents of poor behaviour whilst being required to work in isolation supervised by staff
38. TAP Monitoring – standards of behaviour are monitored, and positive behaviours recognised, by Directors and Assistant Directors through weekly TAP monitoring and monitoring carried out by senior staff
39. Learning Walks – Learning walks are used to support in incidents of poor behaviour and recognise positive behaviours. They are used to monitor quality of Behaviour for Learning as well as support classroom colleagues
40. Student Voice – Student representatives are invited to discuss standards and expectations with staff/head teacher and liaise with their tutor groups to promote high standards of learning and contribute to school improvement
41. Head Teacher Tea – Students demonstrating positive attitude to learning or high levels of achievement are invited to a ‘tea’ with the Head Teacher. This reinforces positive behaviour for learning.
42. Tutor Group Agreements – tutor groups work together to agree standards of behaviour for their own groups in order to optimise learning. This work is completed during Student Support Days and/or tutor time
43. General School Display – includes reminders about standards and expectations of conduct and how to work with others as part of a community
44. Student Centre & The Hub – supports students in understanding and demonstrating positive behaviours e.g. through B4L Curriculum; Circle Time; Mentoring; personalised support programmes
45. PCSOs/Police – used to support in explaining acceptable standards of social behaviour, and potential consequences of not demonstrating these
46. Praise On A Postcard – used to recognise top achievers or excellent effort
47. Duty Staff – all staff on duty have role of enforcing and reiterating standards and expectations i.e. for behaviour and conduct. Duties are carried out before school, at break, at lunchtimes and after school
48. Meetings with the Head Teacher or other Senior Staff – when students have a personal interview with the Head Teacher or other Senior Staff, standards and expectations are clarified and restated and linked to learning, attainment and progress

49. Governor Visits – Governors visit the school to meet with students and discuss standards and expectations. They are involved in praise, positive feedback and supporting with sanctions
50. Staff modelling expected standards – all staff expected to model standards of behaviour and appropriate conduct to students i.e. respect, no shouting, tolerance of others views, punctuality and personal presentation
51. Tutor programmes – with students working with their tutors and other staff to discuss standards and expectations in school. Tutors will give daily reminders about standards and check behaviour for learning/personal presentation
52. Achievement Assemblies – held regularly when high standards and excellent conduct are recognised, rewarded and publicly celebrated