

BEHAVIOUR POLICY



St. Mary's RC Primary School

We live learn and grow together with Jesus through:

- Showing love to all
- Encouraging friendship to include everybody
- Acting with honesty through prayer
- Being thankful for all God's gifts
- Remaining respectful through our actions
- Forgiving someone when they are sorry
- Displaying patience by being calm and caring
- Demonstrating compassion to everyone in God's family
- Leading in service by supporting our school community

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Approved by governors on:

Policy will be reviewed: September 2026, or sooner if changes

are made to legal requirements.

Be Ready
Be Respectful
Be Safe

Our Behaviour Mission

Be Ready

- I will always be ready to learn and begin my work
- I will follow instructions given the first time
- I will have my equipment ready in class
- I will line up ready and quietly when moving around school
- I will try my best in all of my work

Be Respectful

- I will be kind and caring to everyone
- I will share with others
- I will listen when someone is talking
- I will always use my manners and be polite
- I will be honest

Be Safe

- I will have kind hands, feet and words
- I will walk safely around school
- I will follow instructions when using equipment

The aim of our policy

Saint Mary's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote a positive environment where everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of pupils is paramount.

- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect.
- We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The policy also aims to develop pupils learning behaviours so pupils complete assigned work

The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

Adults in school promise to always:

- Be at the door each morning to meet and greet children and have an activity for children to complete in class straight away
- Use a high volume of specific and descriptive praise
- Teach from their feet as much as possible when children are sat at tables
- Create a positive environment with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty, respect and courtesy.
- Provide a safe, caring and effective learning environment.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, social-economic, gender, race, sexual orientation, religion and belief, ability and disability
- Show appreciation of the efforts and contribution of all.
- Promote citizenship with an understanding of rules, rights and responsibilities.

Rewards and Praise

Rationale:

- The best way to get a child to behave is to show them that following our behaviour mission results in success and praise
- We encourage children to behave with consistent positive praise around school.
- We give children ownership to take responsibility and manage their own behaviour as they get older
- All children who behave well and follow the school behaviour mission will be consistently rewarded and celebrated for this

Praise

- Praise will always be used when children make correct choices in school
- Verbal praise will be given as often as possible
- Staff will consistently 'name and fame' children across school
- Positive phone calls/praise cards will be given to encourage the child
- Praise will be used as often as possible with all children as it is the best way of changing habits and teaching how we should behave

Public Praise:

- There is a weekly Awards Assembly, at which children will be rewarded with a certificate for particularly good work or behaviour. Two certificates per class are awarded.
- Each class will choose a 'Star of the week'. They are given a sticker in assembly. They also get to wear a 'Star of the Week' lanyard which awards them with a prize for the week and hot chocolate with the Head Teacher. Stars of the Week are also displayed on the newsletter and on the school social media pages
- Children can receive a special sticker/postcard from the Head teacher / Deputy Head teacher/SLT/teaching staff for particularly good work or behaviour.
- Good work is often celebrated by being displayed on the wall in the classroom or corridor
- Praise slips will be awarded to children by all adults in the school to celebrate good behaviour
- All classrooms will celebrate children following the behaviour mission with a 'Star of the day' – this child's picture will be displayed in class and they will be awarded with special privileges for the day e.g. lead the line, cushion on chair

Team Points, Golden time and rewards

- All children will be placed into our 4 house teams – Arrowsmith, Barlow, Southworth and Champion
- Each class will use Class Dojo to collect team points. Team points are given in multiples of 5.
- Team points will be visible in classrooms to all pupils to encourage children to work together as a team towards positive choices
- Team points will be collected on a Friday afternoon by the Year 6 Team Captains. The winning Team of the half term will get a non-uniform day and their team's coloured ribbon on the trophy.
- Team points will be displayed in the hall through the use of coloured balls to promote team spirit within school.
- Golden time will take place every Friday afternoon for 30 minutes (2-2.30pm) to reward children in class and for children to build on their relationships with their class teacher and peers. Children must earn 100 team points by Friday lunchtime in order to receive their awarded golden time.
- Throughout each term, classes will also be rewarded with a 'surprise reward' by their class teacher/whole school for consistent positive behaviour choices – this can be personal choice by the class such as an extra play, Art time or class party or a whole school event.

Behaviour Mission for break and lunch times

The adults and children in school have an important role in modelling high standards of behavior during break and lunchtimes.

Break times

- Staff must wear high vis jackets when on break duty
- Children will line up in class quietly and walk onto the yard.
- Children will only be allowed inside the school building for the toilet if they are given a peg by a member of staff
- Children inside school with no permission from an adult will receive a consequence
- Any playground equipment is to be always collected by staff or prefects
- The school dog must only be collected by an adult for EYFS/KS1 or school prefects for KS2 (unless another child is granted permission by the head teacher)
- Children must line up silently to come into school after break and classes will be led back to class by their class teacher/teaching assistant once the whistle has been blown

Lunch times

- Welfare staff must wear high vis jackets when on duty
- Children will line up in class quietly and be led to the hall/yard by their class teacher who will pass on the class to welfare staff
- All children will say the school lunch time prayer in the hall before eating their lunch
- EYFS/KS1 pupils will line up quietly to leave the hall a class at time and wait for welfare staff to lead them on to the yard
- KS2 pupils will line up quietly to leave the hall a class at time and wait for welfare staff at their assigned door before going on to the yard.
- Children will only be allowed inside the school building for the toilet if they are given a peg by a member of staff
- Children inside school with no permission from an adult will receive a consequence
- Any playground equipment is to be always collected by staff or prefects
- The school dog must only be collected by an adult for EYFS/KS1 or school prefects for KS2 (unless another child is granted permission by the head teacher)
- Children must line up silently to come into school after lunchtime and classes will be collected from the yard by their class teacher/teaching assistant once the bell has been rung

Consequences

*At Saint Mary's RC Primary, we refer to any behaviors not following our mission statement as a 'consequence'. In the use of consequences, we aim for pupils to learn from experience and to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. When children receive a consequence, a consequence sheet *(see source A) will be filled out by the member of staff to ensure the behaviour is logged and monitored by SLT. We have an agreed system of consequences to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion (*see exclusion policy), and are intended to:*

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others during teaching and learning time.
- Provide every opportunity for child to correct their own behaviour, make sensible choices and prevent further consequences from being applied.
- Allow early involvement of parents, Key Stage Leaders, Senior Staff, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school

Our behaviour policy follows our legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Staff will focus on the **behaviour** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

Support Offered:

Children who do not behave in the expected manner will be given:

- Reminders of the school behaviour mission statement
- Reminders about why it is important to listen to adults
- Time to comply with instructions (with a timer if appropriate)
- Clear choices so that they have an element of control (e.g. you have a choice to complete your work now or complete it at playtime)
- Time out in a safe, calm space to reflect on their behaviour (with a timer if appropriate)

Support for more complex difficulties:

Children who staff feel may have an underlying issue as a reason for their behaviour(s) will be given:

- Extended time in a quiet safe, calm space to calm down and regulate
- An alternative/distraction activity away from the rest of the class
- Time out with a member of SLT
- Play therapy or learning mentor referral
- Time with school dog

Consequences for continued poor behaviour:

Children who continue to display poor behaviour choices, despite the support being given, will receive an internal exclusion within school and parents will be informed. If behavior(s) continue, a meeting will be arranged with parents and a member of SLT/Head teacher.

Consequences for serious misbehaviour:

The following behaviours will not be tolerated, and all behaviour of this kind must be reported to a member of SLT immediately:

- Swearing directly at staff/other children
- Violence or aggression towards staff/other children
- Destruction of property (ripping displays down, throwing furniture, damaging equipment etc.)

For any of these behaviours one of the following consequences will be given

- Missing a school trip or other reward or privilege
- Full day Internal exclusion immediately with a member of SLT
- Fixed term exclusion from school (between 1 and 5 days)

Important

Staff should remember that they are responsible for the behaviour of children in their care – if behaviour is poor, they must first look for a possible reason before punishing the child:

- Is the work planned at the right level for the child (not too hard or too easy)?
- Are classroom routines easy to understand and consistent?
- Have the children been sitting in one place for too long?
- Does the child have a problem and has the staff member tried to understand and solve it?
- Does the child know what to do and what is expected of them?
- Is general classroom behaviour calm and focused (a chaotic classroom can encourage poor behaviour in some children)?

Steps for dealing with unacceptable behaviour

Low level: For persistent, low level disruption start at Step 1- Step 3 continuing to Step 4 if needed

****High level: For physical violence towards staff, pupils or property, aggressive verbal language towards others please start at Step 3 with a consequence sheet and also move straight to Step 4****

Step 1 (All staff) Verbal Warning (warnings should be given discreetly as to not draw attention towards the child in front of others)

- Remind children of the behaviour mission
- Praise other children who are following the behaviour mission
- Give clear choices so that the child can correct their behaviour
- Monitor and praise the child to encourage the behavior to improve

ALLOW TWO VERBAL WARNINGS BEFORE MOVING TO STEP 2

Step 2 (All staff) Give a final warning (warnings should be given discreetly as to not draw attention towards the child in front of others)

- Use the agreed phrase, 'This is your final warning. Do you understand?'
- Explain clearly how they have not followed the school behaviour mission
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour

FROM NOW ON NO MORE WARNINGS.

If the child changes their behaviour, give immediate praise for this.

Step 3 (All staff) Consequence sheet filled in and consequence given

- Staff member completes a consequence sheet to ensure a log of the behaviour (this must not be completed with the child)
- Staff member should talk to child(ren) privately about their behaviour and the natural consequence that has been received due to this
- Parents will be informed in person or via the phone of the reason their child has received a consequence sheet. This should be explained to parents privately away from the child.

If the child changes their behaviour, give immediate praise for this.

If the behaviour does not improve, move to Step 4

Step 4 (SLT/Head teacher)- Internal Exclusion

This should only be used if a child continues with their behaviour after receiving a consequence sheet.

- Child escorted to designated colleague/classroom.
- Duration from 30minutes to full morning/afternoon depending on context.
- Teachers must send the child with appropriate work and equipment pencil etc. so that the child can be successful in their learning.
- Class teacher must record the internal exclusion on CPOMS and inform parents in person privately, away from the child.

**If the child changes their behaviour, give immediate praise for this.
Child must be escorted back to their class and celebrated for correcting behaviour.
If the behaviour does not improve, move to Step 5**

For a regular High Level instances:

- Discussion with Head/ Deputy/ SLT/SENCO: consider the need for investigation
- Initiate closer monitoring i.e. ABC chart, behaviour monitoring sheet
- Parents informed that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Head Teacher/SLT) Exclusion

Fixed Term Exclusion of between 1 and 5 days is never taken lightly, and will only be used in extreme circumstances or once all other consequences have been tried.

A child may be given a Fixed Term Exclusion when:

- They refuse Internal Exclusion and will not stay where asked by senior staff. The staff cannot therefore keep them (or other pupils) safe.
- They show violence or aggression towards staff/other children
- This step works in conjunction with our Exclusion Policy

At Step 5 parents will be involved in discussion with the Head teacher

**** Physical Intervention ****

Staff at Saint Mary's are trained to physically restrain pupils. In an emergency any member of staff will use physical intervention to prevent a child from hurting themselves or others. Incidents of physical restraint will ALWAYS be used as a last resort with the minimum amount of force for the minimum amount of time possible. Parents will always be informed.

Break Times and Lunch Times

The above steps should be followed by all members of staff when on duty at break or lunch time. If Step 3 has been reached (Consequence Sheet given) and there is no improvement in behaviour SLT must be sent for immediately to move to step 4.

School behaviour lead monitoring

Consequence sheets completed by staff, will be given to our school behaviour lead (Miss Quinn) so that behaviour in school can be monitored closely. The behaviour lead will:

- Keep a detailed log of behaviours in school and speak with class teachers/parents if behaviours become repeated or a concern – this log will be emailed to the senior Leadership team weekly
- Provide staff in school with training opportunities/strategies linked to behaviour
- Work alongside school PREFECTS to promote positive behaviour around school
- Provide staff in school with praise slips/reward ideas to promote positive behaviour in school

Roles and Responsibilities

Parents

Parents are responsible for:

- Supporting their child/children in adhering to the school behaviour mission
- Making sure their child/children arrives to school on time and are ready to learn
- Making sure their child/children bring the correct equipment to school (PE kits on the correct day, homework, spelling and reading books should be returned on time)
- Making sure their child/children attends school in the correct uniform (This includes black shoes and full uniform of burgundy sweatshirt/cardigan, blue polo shirt and grey trousers/skirt) ***please also see our uniform policy***
- Making sure their child/children attends school in the correct on their P.E day trainers, black/navy joggers/leggings/shorts with a plain white t-shirt (no logos/patterns) and school jumper or cardigan – no earrings) ***please also see our uniform policy***
- Informing the school of any changes in circumstances that may affect their child's/children's behaviour
- Discuss any behavioural concerns with their child's/children's class teacher promptly

Governing Body

The Governing Body is responsible for:

- Reviewing this policy on an annual basis
- Monitoring the effectiveness of this policy by reviewing termly behaviour logs, and will hold the Head Teacher to account for its implementation.

Head Teacher/SLT

The head teacher/SLT team are responsible for:

- Reviewing this behaviour policy in conjunction with the Governing Body.
- The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively and consistently with poor behaviour, and will monitor how staff implement this policy to ensure school has a positive praise atmosphere
- The senior leadership team will support all staff in responding to behaviour incidents
- To proactively visit classrooms to celebrate the many children who are meeting school expectations.

Staff

Staff are responsible for:

- Implementing the behaviour policy/mission consistently
- Consistently using positive praise within school
- 'Naming and Faming' children across school
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour (Step 4 or above) incidents using CPOMS
- Keeping parents informed of behavior issues

Prefects

School prefects are expected to:

- Model excellent behaviour within school at all times
- Support welfare and teaching staff during break/lunch/assembly times by promoting good behaviour choices at all time
- Award children who follow our behavior mission with team-points and praise cards

Consequence Sheet

Date: _____ **Name of pupil:** _____

Name of staff member completing sheet: _____

Class

| | | | | |
|----------|-----------|-----------|----------|----------|
| Meerkats | Ladybirds | Wallabies | Rhinos | |
| Wolfcubs | Eagles | Dolphins | Quackers | Lobsters |

Where the behaviour took place

| | | | |
|-----------|------------|-----------|-----------------------|
| Classroom | Break time | Lunchtime | Other (please state): |
|-----------|------------|-----------|-----------------------|

Description of what happened and other children involved (if any):

Reason child gave for this behavior (leave blank if none given):

Consequence given:
