BEHAVIOUR POLICY

St. Mary's RC Primary School

Mission Statement

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Mrs Wolstenholme (headteacher) and Miss Quinn (Behaviour Lead/SENCO)
Date written: May 2026
Approved by governors on:
Policy will be reviewed: July 2027, 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 all members of the school community in living and working together harmoniously. It promotes a positive environment where everyone feels happy, safe, and secure, and where pupils can learn effectively and reach their full potential. The welfare of pupils is our highest priority.

- Our behaviour policy is not primarily about enforcing rules; it is about fostering good relationships so that everyone can work together to support learning.
- We treat all children fairly and apply this policy consistently, while considering individual needs.
- The policy helps children grow in a safe, secure environment and become responsible, positive, and increasingly independent members of our school community.
- Good behaviour is rewarded, creating an ethos of kindness and cooperation. The focus is on promoting positive behaviour rather than only preventing negative behaviour.
- We aim to develop pupils' learning behaviours, ensuring they complete assigned work and engage fully in their education.

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:

- Welcome children each morning at the door and provide an engaging starter activity.
- Use frequent, specific, and descriptive praise.
- Teach actively from around the classroom, rather than remaining seated.
- Create a positive learning environment with realistic expectations.
- Emphasise the value of each child as an individual within the group.
- Model honesty, respect, and courtesy at all times.
- Provide a safe, caring, and effective learning environment.
- Encourage relationships built on kindness, respect, honesty, tolerance, and understanding of others' needs.
- Ensure fair treatment for all, regardless of age, socio-economic background, gender, race, sexual orientation, religion, ability, or disability.
- Appreciate the efforts and contributions of everyone.
- Teach the school's behaviour mission and learning behaviours through our dedicated behaviour curriculum in the Autumn Term.
- Promote citizenship with an understanding of rules, rights and responsibilities.

Rewards and Praise

Rationale:

- Children are most likely to behave positively when they see that following our behaviour mission leads to success and recognition.
- Consistent, positive praise is used throughout the school to encourage and reinforce good behaviour.
- As children grow, they are given increasing ownership of their actions, learning to take responsibility and manage their own behaviour.
- All children who demonstrate positive behaviour and follow the school behaviour mission are consistently rewarded and celebrated.

Praise

- Praise is used consistently to recognise and reinforce positive choices made by children in school.
- Verbal praise is given frequently and specifically to encourage positive behaviour and learning habits.
- Staff consistently "name and fame" children across the school to celebrate success and model positive behaviour.
- Positive messages home, including through Seesaw and praise cards, are used to celebrate and encourage children's achievements.
- Praise is used as often as possible with all children, as it is one of the most effective ways to build positive habits and teach appropriate behaviour.

Public Praise:

- A weekly Awards Assembly celebrates children's achievements, with certificates awarded for outstanding work or behaviour.
- Each class selects a "Star of the Week," who receives a sticker in assembly, a special lanyard, a weekly prize, and hot chocolate with the Head Teacher. Stars of the Week are also highlighted in the school newsletter and on social media.
- Good work is celebrated by displaying it on classroom or corridor walls.
- Praise slips, stickers, and team points are awarded by all staff to recognise positive behaviour.
- Each classroom celebrates children who follow the behaviour mission with a "Star of the Day." Their photo is displayed in class, and they are granted special privileges, such as leading the line or choosing a cushion to sit on.

Team Points, Golden time and rewards

- All children are allocated to one of our four house teams: Arrowsmith, Barlow, Southworth, or Campion.
- Each class uses Class Dojo to collect team points, which are awarded in multiples of five.
- Team points are displayed in classrooms to encourage teamwork and motivate children to make positive choices together.
- Every Friday afternoon, Year 6 Team Captains collect team points. The winning team each half term is rewarded with a non-uniform day and has their team-coloured ribbon added to the school trophy.
- Team points are also displayed in the hall using coloured balls to promote team spirit across the school.
- Golden Time takes place every Friday afternoon from 2:00–2:30pm. This rewards children and provides opportunities to strengthen relationships with classmates and teachers. Children must earn 100 team points by Friday lunchtime to participate in Golden Time.
  - At the end of each half term, classes are rewarded with a surprise reward. To take part, each child must earn 100 Dojo points – keep this
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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, any behaviour that does not follow our behaviour mission is referred to as a consequence. Our approach to consequences is designed to help pupils learn from their actions and understand that consequences are fair, consistently applied, and proportionate to the seriousness of the behaviour. Consequences are applied consistently by all staff, while also allowing flexibility to take account of individual circumstances. When a child receives a consequence, the member of staff will complete a consequence sheet (see Source A) to ensure that the behaviour is recorded and monitored by the Senior Leadership Team (SLT). We use an agreed system of consequences to register disapproval of unacceptable behaviour. Responses may range from polite reminders to permanent exclusion (see Exclusion Policy) and are intended to:

- Provide clarity and consistency in the application of appropriate responses.
- Minimise disruption to teaching and learning.
- Give every child the opportunity to reflect on and correct their behaviour, make sensible choices, and prevent further consequences.
- Enable early involvement of parents, Key Stage Leaders, Senior Staff, the SENCO, and external support agencies where needed.
- Take all reasonable steps to avoid exclusion from school.

Our behaviour policy reflects our legal responsibilities under the Equality Act 2010, including our duties relating to safeguarding and supporting pupils with special educational needs and disabilities (SEND). The school does not tolerate bullying of any kind. If an incident of bullying or intimidation occurs, we will act promptly and appropriately to prevent any further occurrences. We are committed to ensuring that all children feel safe, valued, and able to attend school free from fear. Please refer to our Anti-Bullying Policy for further information.

When consequences are applied, children should be supported to understand why their behaviour was unacceptable. Staff will always focus on the behaviour rather than the child; for example, saying, *"That was not a good choice because…"* rather than, *"You are naughty."* This approach helps children reflect on their actions while maintaining their self-esteem and sense of belonging within the school community.

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

- Reminders of the school behaviour mission statement.
- Explanations about why it is important to listen to and respect adults.
- Time to comply with instructions, using a timer where appropriate.
- Clear choices to encourage responsibility and provide an element of control, for example: *"You can choose to complete your work now or finish it at playtime."*
- Time in a safe, calm space to reflect on their behaviour and regulate their emotions, using a timer where appropriate.

The following behaviours will not be tolerated and must be reported to a member of the Senior Leadership Team (SLT) immediately:

- Swearing directed at staff or other children.
- Violence or aggression towards staff or other children.
- Deliberate damage to property or equipment.

As a result of these behaviours, pupils may receive one or more of the following consequences:

- Loss of Golden Time, school trips, or other rewards and privileges.
- Internal exclusion with a member of SLT.
- Fixed-term suspension from school (between 1 and 5 days).

Consequences for continued poor behaviour:

Children who continue to make poor behaviour choices, despite the support provided, will receive an internal exclusion with a member of SLT within school once they have received three consequence sheets. The length of the exclusion will be determined based on the child's age and individual needs. Parents will be informed after every consequence sheet issued. If the behaviour continues after the internal exclusion, a meeting will be arranged with parents and a member of the SLT or the Headteacher.

Support for more complex difficulties/SEND:

Children who staff feel may have an underlying need or additional difficulty affecting their behaviour will be offered appropriate support, which may include:

- Extended time in a quiet, safe, and calm space to regulate their emotions.
- An alternative activity or distraction away from the main classroom environment.
- Time out with a member of the Senior Leadership Team (SLT).
- Referral to play therapy or support from a learning mentor.
- Time with the school dog to support emotional regulation and wellbeing.
- An individual behaviour plan or personalised reward chart tailored to their needs.
- Social skills support, including small group interventions to develop communication, cooperation, and conflict-resolution skills.
- Access to sensory or wellbeing resources, such as stress balls, fidget tools, or a calm corner.
- Check-ins with a trusted adult during the day to discuss feelings and strategies for managing emotions.
- Collaboration with external agencies (e.g., Educational Psychologist, CAMHS, or other specialists) for additional assessment and guidance.
- Staff training on specific needs (e.g., ADHD, autism, anxiety) to ensure consistent and informed support.

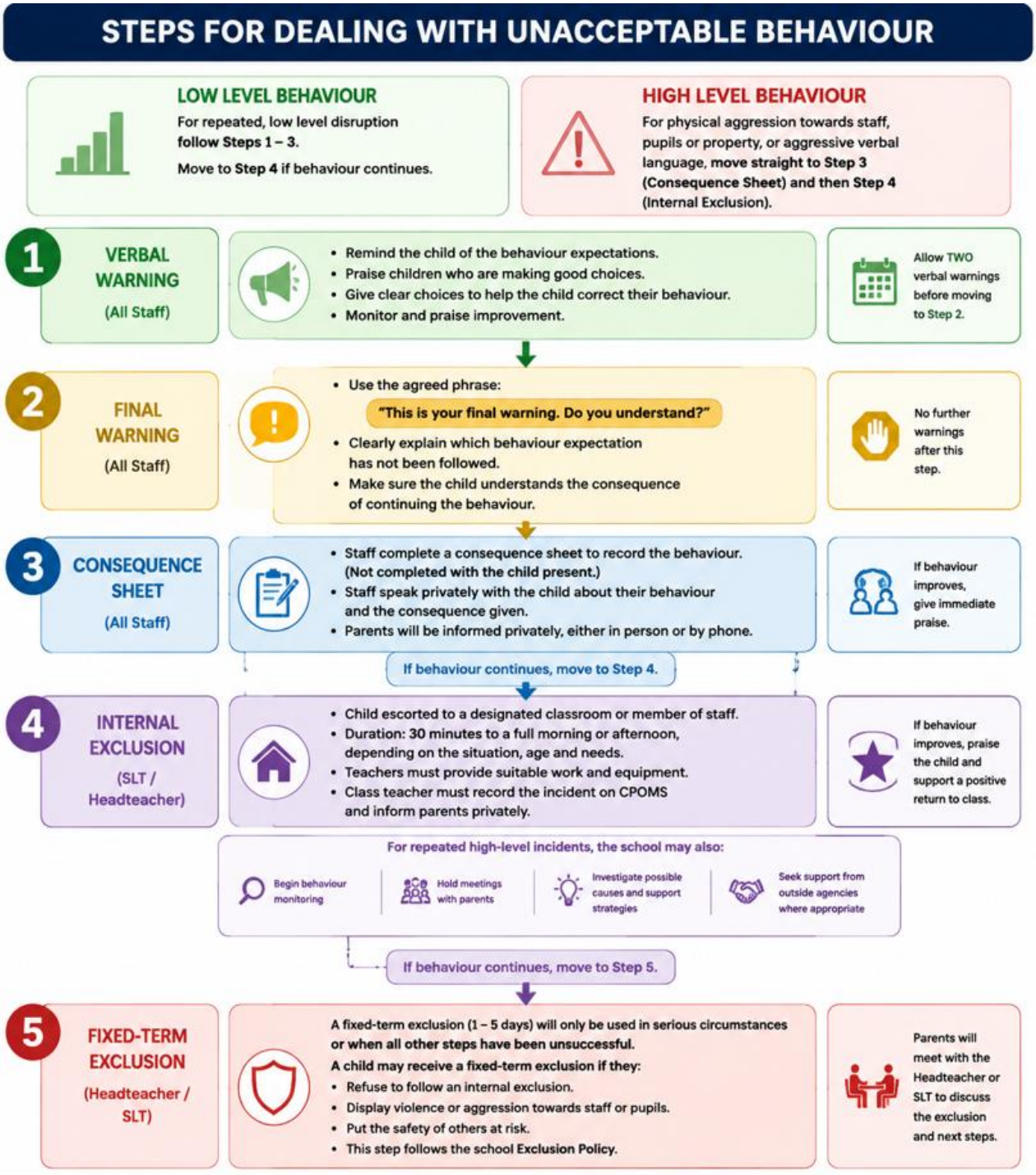
Important

Staff are responsible for promoting positive behaviour and should always consider possible underlying reasons for poor behaviour before applying consequences. Staff should reflect on whether:

- The work is appropriately matched to the child's ability.
- Classroom routines are clear, consistent, and well understood.
- Children have been seated or inactive for too long.
- The child may be experiencing difficulties that require support.
- Expectations and instructions have been clearly explained.
- The classroom environment is calm, structured, and conducive to learning
- The child's SEND pupil passport, behaviour support plan, or individual targets have

been followed appropriately.

- Appropriate strategies, adjustments, or reasonable accommodations have been implemented to support the child's individual needs.
- The child has had access to regulation strategies, sensory breaks, or support from a trusted adult where needed.



Break Times and Lunch Times

The above flow chart will 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 and behaviour mission consistently.
- Using positive praise consistently throughout the school.
- Celebrating positive behaviour through "naming and faming" children across the school.
- Providing a personalised approach to support the behavioural needs of individual pupils.
- Following SEND pupil passports, behaviour support plans, and individual targets to ensure appropriate support strategies are implemented consistently.
- Recording repeated low-level behaviour incidents using CPOMS.
- Recording all behaviour incidents from Step 4 onwards on CPOMS.
- Keeping parents and carers informed about behaviour concerns and incidents where appropriate.

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

Source A

Consequence Sheet

Date: **Name of pupil:**

Name of staff member completing sheet:

Class

Meerkats	Butterflies	Wallabies	Rhinos	
Wolfcubs	Chipmunks	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 behaviour (leave blank if none given):

Consequence given: