St Mary's C.E. Primary School

Behaviour Policy

April 2026

With God all Things are Possible
Creativity*Perseverance*Love*Respect*Forgiveness

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This policy outlines our commitment to creating a productive learning environment where high standards of personal conduct and mutual respect are at the heart of everything we do.

Vision and Principles

Ready, Respectful, Safe

With God All Things are Possible (Matthew 19:26)

St. Mary's is a warm, happy, high achieving and welcoming Church of England Primary School. Our children feel safe and everyone is valued, respected as an individual and encouraged to achieve their full potential.

Learning and Caring for Each Other through our Christian values of creativity, perseverance, love, respect and forgiveness.

At St Mary's Primary School, we believe that acceptable behaviour is the foundation of effective teaching and learning. We acknowledge that behaviour can often be a form of communication regarding educational, mental health, or other vulnerabilities.

Children's behaviour is central to the learning process and is an intrinsic element of education. Behaviour problems in educational settings are frequently the product of a complex interaction between the individual, school, community and wider society.

We work restoratively and believe that social interaction based on our key Christian values of love, forgiveness and mutual respect are fundamental principles at St Mary's Church of England Primary School. As a Church of England school, we refer to the teachings of Jesus and use stories from the bible to encourage children to reflect on the actions of Jesus asking, 'What would Jesus do?'

We refer specifically to our Christian Values in collective worship and in class teaching.

Our policy is compliant with section 89 of the Education and Inspection Act 2006.

Our Commitment:

- **Promote** self-esteem, self-discipline, and positive relationships.
- **Ensure** equality, fairness, and a safe environment free from disruption or bullying.
- **Celebrate** good behaviour through praise and rewards.
- **Address** misbehaviour through a consistent, graduated response.
- **Collaborate** closely with parents and external agencies for early intervention.

Roles and Responsibilities

Role	Key Responsibilities
Governing Body	Monitor policy implementation; ensure non-discrimination; handle formal complaints.
Head Teacher	Set behaviour standards; be a visible presence; support staff with complex cases; track behaviour data.
SENCO	Lead SEMH (Social, Emotional, and Mental Health) strategies; manage SEND resources; liaise with CAMHS/External agencies.
Teaching Staff	Plan inclusive lessons; identify SEMH needs; be accountable for pupil progress and classroom climate.
All Staff	Model high standards; apply the "Meet and Greet" routine; use "Scripts" and restorative conversations.
Pupils	Take responsibility for actions; follow "Ready, Respectful, Safe"; report concerns.
Parents	Support the school's policy and take responsibility for their child's conduct.

Ready, Respectful, Safe

Our behaviour rules are simple – 'Ready, Respectful, Safe'. They are discussed with all children, referred to regularly and displayed prominently throughout the school. In this way, every child and all adults know the high standards of behaviour expected. These values align with our Christian values and ethos.

These core values of Ready, Respectful, Safe underpin every rule and routine in our school.

Ready	Respectful	Safe
Being in on time	Being kind to each other	Being calm in the corridors
	Speaking calmly to others	
Being ready to learn	Showing a positive attitude	Being calm in the classroom
	Looking after all equipment	
Dressed in the correct uniform	Using equipment for the job it is intended for	Being calm on the playground
Trying their best in all subjects	Being quiet when someone is speaking	Taking care of each other
	Listening to others	
Asking and answering questions in lessons	Keeping a tidy classroom	Seeking help and support when it is needed
	Keeping tidy corridors	
	Respecting the playground	Keeping hands and feet to self

At St Mary's, we recognise that adult consistency is the foundation of good behaviour.

- **Warmth & Welcome:** Every adult meets and greets pupils at the door with a smile. We start the day positively and conclude it the same way.
- **Language of Choice:** We use the "Ready, Respectful, Safe" framework in all behavioural conversations
- **Emotional Regulation:** We remain calm, never shout, and use modulated tones to de-escalate situations.
- **High Expectations:** We never "walk past" or ignore behaviour that falls short of our standards.
- **Dignity & Privacy:** Corrections and disciplinary matters are handled privately, not in front of the class.
- **Follow-Through:** We use restorative conversations to repair relationships and maintain active communication with parents.

Non-negotiables

At St Mary's, we maintain a consistent set of "non-negotiables" to ensure a calm, purposeful, and respectful learning environment for every child. Central to this is the expectation of active listening—listening intently to both teachers and peers—and adopting a ready-to-learn posture, characterised by "tummy to the table," feet flat on the floor, and hands free. To maintain an orderly flow of ideas, students are expected to put their hands up to contribute and to follow instructions the first time they are given. We foster a culture of mutual respect through the use of kind hands, kind feet, and kind words, extending this care to our physical surroundings by taking pride in the environment and looking after all shared resources. Above all, we expect every pupil to try their best and take genuine pride in the presentation and effort of their work.

While these core expectations remain steadfast from the Early Years Foundation Stage (EYFS) through to Year 6, we recognise that the way we communicate and implement them evolves alongside the children's development. In EYFS and Key Stage 1, we use simplified, rhythmic, or visual language (such as "carpet legs" or "magnet eyes") to embed these habits. As students move into Key Stage 2, the vocabulary shifts toward professional social standards, discussing "active listening," "mutual respect," and "personal accountability." A child in Reception is supported with frequent verbal cues and adult modelling to manage their "kind hands" or tidy their resources. By Year 6, students are expected to self-regulate their behaviour and maintain their environment with minimal prompting, demonstrating a sophisticated level of intrinsic motivation and leadership.

The standard of excellence never changes; only the "scaffolding" we provide to help the children reach it. Adjustments to posture, movement, seating or sensory regulation may be made for pupils with identified needs.

Pupils

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to meet the following expectations:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Work hard, try their best
- Show kindness towards others
- Pupils will follow the school values and class rules

Proactive Classroom Management

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes five core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- **School Values and Classroom rules**
- **The classroom environment**
- **Routines**
- **Praise**
- **Rewards**

School Values and Classroom rules

- Start the year with clear sets of rules and routines, underpinned by our Christian values, that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

• Seating those who frequently model poor behaviour closest to, and facing, the teacher.

• Seating those who frequently model poor behaviour away from each other.

• Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

• Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

• Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Once a routine has been established, the teacher models this for pupils to ensure they understand it. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine. Teachers ensure that the routine remains consistent and is practised throughout the year.

Praise

We believe that positive reinforcement is the most effective tool for fostering a productive and supportive learning environment. Our policy shifts the focus from merely managing behaviour to actively celebrating success, ensuring that students feel seen and valued for their effort, kindness, and progress. Rather than relying solely on generic "well dones," we prioritize specific, descriptive praise that highlights exactly what a student has achieved—whether it's a breakthrough in a difficult task or a simple act of empathy toward a peer. By consistently recognising the "small wins," we build students' intrinsic motivation and create a culture where doing the right thing is the celebrated norm.

Rewards

● Names are made public each week in our celebration assembly which parents are invited to.

● Class reward systems, consistently applied, which may vary and be age dependent.

● Every day is a new day. We will always respond with fairness and kindness.

● Reward time on a Friday afternoon

Responsive Strategies & De-escalation

When expectations are not met, we act immediately using a graduated approach.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Managing Challenging Behaviour

Instances of poor behaviour are taken seriously and addressed immediately. When initial de-escalation strategies do not resolve the situation, the school follows a formal **Four-Stage Process**.

The Head Teacher maintains a central record of these incidents through CPOMS. This data is monitored to identify patterns that may indicate underlying mental health needs or required SEND support.

The Four-Stage Behaviour Hierarchy

Category	Description of Behaviour	Staff Procedure	Sanction
Stage 1	**Category 1:** Minor disruption; failing to follow class rules or expectations.	Verbal reminder; "Thinking Time"; "Take Up" time	2 x Verbal warnings followed by a 5-minute loss of break on the 3rd time.
Stage 2	**Category 2:** Continued or repeated Category 1 behaviour.	Verbal reminder; "Thinking Time"; "Take Up" time; task/seat change.	15-minute loss of break

Category	Description of Behaviour	Staff Procedure	Sanction
Stage 3	**Category 3:** Repeating Category 2 behaviour three times in one week.	SLT intervention; Teacher-Parent formal conversation.	Loss of lunchtime; parents informed, internal exclusion to another class
Stage 4	**Category 4:** Persistent Stage 3 behaviour; serious unacceptable behaviour eg. physical assault; serious damage; unsafe conduct; or inappropriate language.	Immediate SLT/Phase Leader notification; Parents informed via phone call.	Longer internal exclusion to another class, fixed-term suspension, or permanent exclusion, PT timetable

Additional strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Time out
- Zones of regulation
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan in discussion with the SENDco and parents (children involved in setting targets where appropriate)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Adapted lunchtime activities
- Structured learning time (the day is broken down into small manageable tasks)
- Alternative Learning Environment – discuss with parents and child (learning away from their peers in another classroom)
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. behaviour outreach support)

Recording behavioural incidents

To ensure the safety and wellbeing of our pupils, all staff are required to record behavioural incidents at stage 2 or above on CPOMS before the end of the school day. Recording these events is essential for building a comprehensive safeguarding picture, allowing the school to track recurring patterns, identify specific triggers, and monitor the effectiveness of our support strategies over time. When submitting a report, members of the Senior Leadership Team (SLT) are tagged to ensure they are immediately alerted and can provide the necessary oversight or follow-up. This consistent approach ensures that every incident is documented within a secure, centralised system, providing a robust evidence base for internal reviews and collaboration with external agencies.

Defining Serious Unacceptable Behaviour

St Mary's Primary School defines "Serious Unacceptable Behaviour" as any action that causes harm to individuals, involves illegal activity, or damages the school's reputation within the wider community.

Because of the severity of these actions, they bypass the standard classroom "Four-Stage" hierarchy. Instead, they trigger immediate involvement from the Senior Leadership Team (SLT), mandatory parental notification, and a formal record on CPOMS.

1. Safety and Physical Wellbeing

These behaviours present an immediate risk to the safety of the school community:

- **Fighting and Aggression:** Any physical conflict or assault.
- **Extreme Violence:** Intentional acts of violence toward pupils or staff.
- **Dangerous Conduct:** Any behaviour that threatens the safety of others or presents a serious danger.
- **Absconding:** Truancy or running away from the school premises.
- **Banned Substances/Items:** The possession of legal or illegal drugs, alcohol, tobacco, or any other prohibited items.

2. Respect, Equality, and Dignity

The school maintains a zero-tolerance approach to behaviour that undermines our culture of mutual respect:

- **Discrimination:** Failing to show equal respect based on "Protected Characteristics," including age, disability, gender identity, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment:** Unwanted or offensive behaviour that affects the dignity of an individual or group.
- **Verbal Abuse:** This includes swearing, threatening language, and racist or derogatory remarks.
- **Vexatious Behaviour:** Deliberately acting in a way intended to cause annoyance, irritation, or distress to others.

3. Integrity and School Property

Actions that damage the school environment or violate the trust of the community:

- **Theft:** Taking property that does not belong to the individual.
- **Serious Vandalism:** Deliberate damage to school property or the property of others.
- **Persistent Disobedience:** A continuous refusal to comply with school rules or destructive behavioural patterns.

4. Operational Disruption

Behaviour that prevents the school from functioning effectively:

- **Inhibiting Learning:** Any behaviour that seriously prevents other pupils from accessing their education.

- **Defiance of Sanctions:** A direct refusal to comply with disciplinary measures already put in place by staff.

Procedural Response

When a serious incident occurs:

1. **Immediate Reporting:** The incident must be logged on **CPOMS** by the witness or involved staff member before the end of the school day.
2. **SLT Intervention:** A member of the Senior Leadership Team will take over the management of the incident to investigate and determine the sanction.
3. **Parental Communication:** Parents will be contacted promptly via telephone or a formal meeting to discuss the incident and the resulting consequences.

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to a space to calm down and the pupil's parents may be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes an exclusion. In these instances, the Exclusion policy will be followed.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Restorative Practice

St. Mary's C.E. Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. We refer to the teachings of Jesus and promote forgiveness at all times.

Any form of humiliation or sarcasm is not acceptable. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly.

Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Why No 'Why?' Questions?

'Why?'

● implies: 'I have already judged you and found you lacking – I know what I think you should(n't) have done.'

● is a question young people often can't answer – just as they often act with no awareness of possible consequences.

<u>Supporting Pupils with Additional Needs (SEND & SEMH)</u>

Reasonable Adjustments for SEND and Neurodiversity

The school recognises that some pupils, particularly those with SEND, autism, ADHD, SEMH needs or communication difficulties, may require adapted approaches to behaviour support. Reasonable adjustments may include movement breaks, sensory supports, modified instructions, alternative regulation strategies, adjusted expectations, or personalised responses. Consistency means predictable adult responses, not identical consequences for all pupils.

Identification and Assessment

The school recognizes that challenging behaviour is often a signal of unmet needs. While poor conduct does not always indicate a Special Educational Need or Disability (SEND), persistent issues will trigger an assessment. This process identifies potential undiagnosed learning difficulties, communication gaps, or Social, Emotional, and Mental Health (SEMH) issues that may be driving the behaviour.

The Graduated Response (Three-Stage Support)

When SEMH difficulties are identified, the school utilises its notional SEND budget to provide a structured, three-stage program of adjustments:

- **Stage 1: Universal Support (Quality First Teaching):** The base level of support for all pupils, including differentiated curriculum, high-quality pastoral systems, and a nurturing environment.
- **Stage 2: Targeted Support:** Extra, tailored help for pupils with specific needs, such as small group intervention, literacy support, or nurture groups.
- **Stage 3: Specialist Support:** Individualized support for pupils with more complex needs, which may involve external agencies like the Autism Spectrum Conditions (ASC) team or Educational Psychologists.

Escalation of Support: EHC Plans and Pastoral Plans

If the graduated response does not lead to improved outcomes, the school will consider requesting an **Education, Health, and Care (EHC) needs assessment**. If successful, this leads to a statutory EHC plan.

In cases where a pupil does not meet the criteria for SEND but still struggles with conduct, the Head Teacher may implement a **Pastoral Support Plan**. This document outlines specific, non-statutory provisions designed to help the pupil remain successfully in school.

Exclusions and Alternative Provision

The Head Teacher retains the legal authority to enforce a fixed-term exclusion if necessary. To support pupils at risk of permanent exclusion, the school may contact local Pupil Referral Services to offer specialist support or temporary placements.

- **Reintegration:** Following any period of exclusion or external placement, a formal reintegration meeting must occur between the Head Teacher (or SLT), the pupil, and the parents to ensure a successful return to the classroom.
- **Persistent Challenges:** If an EHC plan is in place (or has been requested and rejected) but the pupil's behaviour remains a serious concern despite all interventions, further sanctions—including exclusion—may still be considered as a last resort.

Fixed-term and Permanent Exclusions:

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. Exclusion will be a very last resort, after a range of measures have been tried.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has adopted the Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003) and works closely with the LA following its guidance on exclusions. We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. This serves as an extremely effective deterrent in the vast majority of cases. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing board. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Exclusion Policy

At Saint Mary's C of E Primary School, we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusion from school and carrying out the exclusion process.

The current version of the DfE exclusion guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' can be found on the school exclusion page of the Gov.uk website: https://www.gov.uk/government/publications/school-exclusion

All maintained schools in England must have regard to this guidance when carrying out their functions in relation to exclusions. The phrase 'must have regard', when used in this context, means that everyone involved in the exclusion process at Saint Mary's C of E Primary School will follow the sections of statutory guidance unless there is a good reason not to in a particular case, in which case the reason must be justified.

This exclusion policy will be reviewed annually and with any published changes to the statutory DfE exclusion guidance.

Legal Requirements for Discipline

To ensure all disciplinary actions are lawful and fair, St Mary's adheres to the following criteria:

- **Authorized Personnel:** Only paid members of staff, or those specifically authorized by the Head Teacher, may impose disciplinary sanctions.
- **Jurisdiction:** Staff may discipline pupils for behaviour occurring on school premises or while the pupil is under the school's charge (e.g., during educational visits or trips).
- **The Equality Act 2010:** All decisions must be non-discriminatory. We ensure that punishments are **reasonable and proportionate**, taking into full account the pupil's:
    - Age and maturity.
    - Special Educational Needs or Disabilities (SEND).
    - Social, Emotional, and Mental Health (SEMH) needs.
    - Religious requirements.

Complaints from parents:

Parents can make an appointment to speak to the class teacher, Deputy or Headteacher. It may not be possible to speak to a member of staff on demand as time and privacy may be required to discuss behaviour issues and concerns.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. Following this, staff receive ongoing training in behaviour regulation, restorative practice, autism, ADHD, trauma-informed approaches, SEMH needs and de-escalation strategies

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

Monitoring and review

This policy will be reviewed by the Head Teacher on an annual basis, who will make any necessary changes and communicate these to all members of staff.