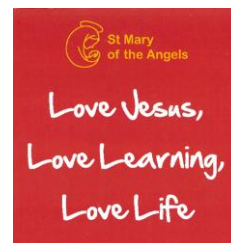


St Mary of the Angels Catholic Primary School

Behaviour Policy & Procedures 2026-27

Love Jesus
Love Learning
Love Life



Rationale

At St Mary of the Angels Catholic Primary School, it is a fundamental aim that every member of our school community is valued and respected as a unique child of God. We believe each person has the right to be themselves and to be treated fairly and equally, reflecting the love and dignity taught by Christ. Rooted in our Catholic ethos, we are a caring community built on mutual trust, compassion, and respect for all.

Our Behaviour Policy supports the way we live and learn together in a spirit of kindness, forgiveness, and reconciliation. We celebrate difference and diversity as gifts that enrich our school family, ensuring everyone feels happy, safe, and secure in an environment where love guides all interactions.

The school rules, developed collaboratively by staff and pupils, reflect our shared commitment to these values. The primary purpose of this Behaviour Policy is not merely to enforce rules, but to foster positive relationships and a welcoming ethos that enables everyone to flourish and succeed in their learning journey.

Everyone at St Mary's is expected to contribute to a calm and respectful atmosphere, where courtesy and mutual respect are the foundations for effective learning. We apply this Behaviour Policy consistently and fairly, while making reasonable adjustments to meet the needs of all children with neurodiversity, Special Educational Needs or Disabilities (SEND) or those experiencing other barriers. Our approach supports children to grow in a safe and nurturing environment, encouraging them to develop responsibility, independence, and kindness. We aim to prepare our pupils to be compassionate, responsible citizens who live out their faith and values in the wider world. Positive behaviour is recognised and celebrated as we believe this fosters an environment of generosity, cooperation, and forgiveness. Our Anti-Bullying Policy works alongside this Behaviour Policy to ensure a community free from intimidation and harm.

Behaviour Principles and Rules

We believe:

1. Good behaviour enables effective learning.
2. Positive behaviour can be taught, modelled and reinforced.
3. Relationships are central to behaviour.
4. Consistency and calmness are essential.
5. Every child can learn to regulate behaviour with support.
6. Parents are key partners in behaviour success.

Our school rules are simple.

1. **We listen to each other**
2. **We look after ourselves and each other**
3. **We always do our best**

Each class revisits these rules regularly. Classes may explore these rules in different ways. We will discuss and revisit these rules through our Mission Statement and through other opportunities, such as assemblies.

Recognising and encouraging positive behaviour

We prioritise authentic, descriptive praise over sanctions. Recognition may include Green Dojos, Headteacher's Awards, certificates, stickers, postcards, visits to staff to share learning, and lunchtime recognition for positive dining. Class systems may be adapted to meet cohort needs.

To ensure dignity and equity, points systems will be used sensitively wherever practicable. Leaders will monitor reward and response data to check fairness and reduce any disproportionate impacts on pupils with SEND or other characteristics.

Reminders and responses when things go wrong

We respond calmly and proportionately, always checking for unmet need and the function of behaviour before applying consequences.

Examples include: non-verbal cues; quiet verbal prompts; visual reminders; short time away to de-escalate; supported reflection; restorative actions.

Any response that restricts playtime will be reviewed case-by-case for fairness and impact on regulation needs. Essential regulation activities (e.g. movement or sensory breaks) will not be withdrawn as a consequence.

When or if concerning behaviour escalates or is serious, or is persistent, senior leaders may speak to children involved. Parents will be informed and invited in to discuss the issues and work collaboratively with school as per the home-school agreement.

If a child is given a red dojo this will be added by an adult following a discussion with the child. The purpose of a red dojo is an acknowledgement that something has gone wrong and an encouragement of self-reflection. It is never intended to be an act of humiliation.

Neurodiversity, SEND and Additional Needs (diagnosed or suspected)

We are an inclusive school. Behaviour is seen through the lens of need and support.

For pupils with SEND, SEMH or other needs:

- Reasonable adjustments are made.
- When necessary, Risk Assessments and/or Profiles are created in consultation with parents.
- Support may include sensory breaks, visual aids, or mentoring.
- SENDCo (Mrs Finch) monitors progress and presentation of need as part of the graduated response.

Our duty to make reasonable adjustments does not depend on a formal diagnosis. Where needs are suspected or emerging, we will act immediately through the graduated response (Assess–Plan–Do–

Review), led by the SENDCo, to implement proportionate support so that barriers are removed without delay.

Examples of reasonable adjustments (non-exhaustive)

Attention & impulsivity: front-loaded, concise instructions; visual checklists; 'first-then' prompts; movement breaks; now/next cards; chunked tasks; alternatives to whole-class Q&A; reduced copying; mini whiteboards for responses.

Emotional regulation: access to calm spaces; co-regulation scripts; taught regulation choices; predictable de-escalation steps; protected regulation time (not removed as a sanction).

Sensory needs: headphones/ear defenders; low-arousal seating; visual clutter minimised; flexible uniform items; predictable transitions; alternative dining arrangements at busy times.

Communication & social understanding: plain-language rules with visuals; social stories; pre-teaching of routines; checking understanding through demonstration; reduced language load; visual timers.

Self-Regulation and Co-regulation

We teach children to understand feelings and the impact of actions, including through Zones of Regulation, restorative conversations and reflection activities.

For any child with ongoing regulation needs, we will co-produce a one-page profile (triggers, early signs, agreed strategies, preferred adults, calm spaces). This plan is shared with all duty staff, including lunchtime teams, and reviewed regularly with the child and family.

Bullying and Online Behaviour

The school takes bullying and online behaviour very seriously and has robust procedures for identifying and dealing with it.

Pupils are taught about bullying as part of the whole school curriculum, with a particular focus during PSHE activities and assemblies. Preventive work includes pertinent PSHE/RHE lessons, Anti-Bullying and Cyber Safety Weeks, the NSPCC "Speak Out, Stay Safe" programme, visits from our local police support worker to discuss E-Safety and working with Childline and Barnardo's assembly and classroom resources. We also have regular assemblies promoting kindness and inclusion and reminders of our trusted adults.

We expect all members of our community to communicate with each other with respect and courtesy. Bullying of any type will not be tolerated by the school and will be dealt with under the procedures within the school's Anti-bullying Policy.

Roles and Responsibilities

- **Class teachers:** set clear expectations, teach routines, apply reminders consistently, keep records, and seek support where needed.
- **Support staff (including midday assistants):** model calm, apply reminders, and liaise with class teachers and leaders when issues persist.
- **Headteacher and Senior Leaders:** implement policy consistently; support staff; keep records of serious incidents; report effectiveness to governors.

- **Parents and carers:** partner with school, reinforce routines, and engage constructively in home-school dialogue.
- **Governors:** set and review behaviour principles; monitor implementation and impact, including equity of outcomes.
- **Children:** try your very best to be kind towards other, because that what Jesus shows us. Follow our school rules and ask for help when you need it.

Recording and Monitoring

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy. The Headteacher keeps records of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Significant incidents are logged on CPOMS; trends are monitored termly by SLT and reported to governors. Governors receive anonymised data via termly safeguarding reports.

Use of reasonable force and restrictive intervention

Trained staff may use reasonable force only to prevent immediate risk of harm or serious damage, following DfE guidance. Prevention and de-escalation are prioritised.

Every significant incident will be recorded, analysed for learning and shared with parents/carers. We will align with the revised DfE requirements coming into force in 2025/26, including mandatory recording and same-day parent notification for significant use of force.

Professional Development

All staff receive annual training on inclusive behaviour (DfE Behaviour in Schools 2024), SEND Code of Practice and practical adjustments, using Schools Standards and Whole School SEND resources. Targeted coaching is provided as needed on functional assessment, co-regulation and low-arousal approaches.

Behaviour Plan – Summary

We celebrate positive behaviour every day. When things go wrong, we respond with care, helping each child to calm, reflect and repair relationships so everyone can learn together.

Language change: when appropriate we avoid terms that imply fully-formed, deliberate decision-making (e.g. 'poor choices') and instead describe what happened factually and how we will help.

Our Behaviour Plan

This poster helps everyone understand what we do at St Mary's to make school calm, kind and ready for learning.

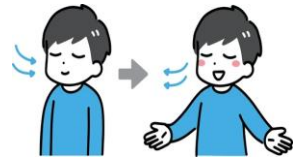


Our three rules

- 👂 We listen to each other
- 🤝 We look after ourselves and each other
- ★ We always do our best

What this looks like

- Eyes, ears, body and mind ready for learning (we can use a visual checklist).
- Kind words and kind actions.
- Have kind hands and safe feet.
- We practise our routines and help each other.



When things go wrong

Sometimes feelings get big and we react. That's normal. Adults will help us to:

- Pause and breathe in a calm space, helping with Happy Breathing
- Use our 'now and next' card to see what to do.
- Talk and listen through what happened and how we can repair (say sorry, re-do, help tidy,).

How adults help

- Clear, short instructions with pictures.
- Movement or sensory breaks to feel settled.
- A one-page plan that shows our early signs, what helps, and who to ask for support.
- We learn and practise expected behaviours together.



Celebrating kindness and effort

- We notice and praise specific things you do well (e.g., 'You waited and listened, thank you').
- You may receive Dojos or certificates, but the most important reward is feeling proud and making our community safe and happy.

Need help?

- Talk to your trusted adult. We are here to help you feel calm, learn and enjoy school.
- Write or draw your thoughts and feelings if you are finding it hard to use words

Our school is built on our Catholic values of love and forgiveness and our Behaviour Plan reflects these values in action.

At St Mary's we Love Jesus, Love Learning and Love Life

Our Behaviour Plan



We listen to each other



We look after ourselves and others



We always do our best



What it looks like:



Our eyes, ears and bodies are ready to learn.



Kind words and kind actions.



We will celebrate when I make positive choices

I can feel proud



My teachers can help me when I am finding it difficult

I can always try again

