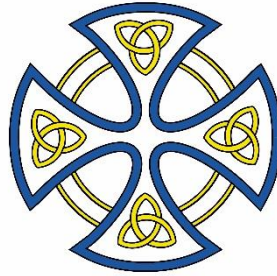


# St. Mary's Catholic Primary School

## BEHAVIOUR POLICY



### **Mission Statement**

"St. Mary's School is a safe, inclusive and happy place, where we follow Jesus by living, loving, learning and working together."

### **School motto**

"Being the Best We Can Be."

### **Core Values**

Respect, Nurturing, Creativity, Integrity,  
Celebration

## Aims

The aim of St. Mary's Catholic Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community whose values are built on the Gospel Values of love, respect, integrity, forgiveness, tolerance and understanding.

The school's behaviour policy is designed to support the way in which all members of the school community can live, love, learn and work together in a supportive and nurturing environment where everyone is encouraged 'To Be the Best They Can Be'.

At St. Mary's we work closely with Parents/Carers and appreciate their involvement in the present and future education and development of their children. We believe that the primary job of the teacher and other adults working within the school is to praise, reward and celebrate appropriate behaviour. Working with this philosophy always in mind, we hope to prevent inappropriate behaviour and foster a love of school and a love of learning.

At St. Mary's we **do not tolerate** bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all of our children are able to attend school free from fear.

### To achieve these aims, we will:

- As adults, treat each other with respect and consideration at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of the school community can live, love, learn and work together in a happy, safe, inclusive and secure environment where effective learning can take place.
- Share our Mission Statement and Core Values (respect, integrity, nurturing, creativity and celebration) frequently with all members of the school community.
- Discuss with children, examples of behaviour that support the Mission Statement and Core Values.
- Discuss with children and parents the benefits of good behaviour with regards to maintaining our positive and supportive school ethos.
- Share with parents the rights and responsibilities of all members of the school community and request that parents sign a Home School Agreement (see Appendix 1)

- Make clear to children and parents immediately, areas of behaviour that need improvement and how this improvement can be achieved.
- Give children opportunities to hold positions of responsibility.
- Make appropriate use of motivation systems to help children overcome behavioural difficulties.
- Encourage all members of our school community to show care, courtesy and concern for each other, for all aspects of God's creation and for the school building and resources.
- Agree positively expressed school and class rules with the children that provide children with a clear understanding of what constitutes good behaviour.
- Teach children about their rights and responsibilities within the school community.
- Encourage children to support each other in maintaining good behaviour.
- Work in partnership with parents to ensure that the children's personal development reflects their potential.
- Reward good behaviour through positive verbal and tangible feedback.
- Ensure that all members of the school community are clear of what bullying is (and isn't), through the school's behaviour policy and PATHS lessons.
- Ensure that bullying behaviour is reported promptly so that it can be dealt with effectively.

### **A Positive Approach**

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from positive relationships and from setting high expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

### **Core Beliefs:**

- Behaviour can change.
- Behaviour is communication.
- It is the behaviour that is unacceptable– not the child.
- Praising positive behaviour and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive reward system will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.

- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimise disruption whilst helping children acquire self-discipline.
- Reinforcing good behaviour helps our children to feel good about themselves and ultimately enables them to be successful learners.
- Every day is a fresh start.

### **School/classroom rules:**

At the beginning of each academic year (or on Transition Sessions when classes visit their new teacher) all classes work together to create their own set of class rules. These rules are displayed inside the classroom.

Children also revisit the Core Values of respect, integrity, nurture, creativity and celebration and create examples of how we can live out these values in school life.

### **Rewards and Consequences:**

We aim to create a healthy balance between rewards and consequences – both being age appropriate. All rewards and consequences should be flexible and must take into account individual circumstances. Whole class 'blanket' punishments should be avoided as should rewarding children simply for behaving as expected. We want the children to make the correct choices because it is the right thing to do – it is central to our school's ethos. We do not want children to 'behave' simply so they can be rewarded.

The emphasis of the school behaviour policy is on **REWARD** and **POSITIVE PRAISE**.

### **Rewards:**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

### **House Points**

All children are assigned to one of the four houses (Matthew, Mark, Luke and John) when they start in Reception. Children are awarded house points for many different reasons - good work, excellent behaviour and having a positive impact on school life being a few examples. House points are added together every week and the house which gains the most point will receive a star. Collection of these stars will lead to a whole-house reward, reinforcing teamwork and collective responsibility.

### **Other examples of reward systems used in school:**

- Verbal praise to child and to parents
- Stickers, stamps, certificates
- Notes home to parents
- Reward Playtime
- Class specific rewards e.g. clever cookies, marbles/stars in the jar, table points, race to the top, etc.
- Different classes may employ different systems as necessary according to the strengths and needs of the cohort

### **Strategies to be used by staff to enhance good behaviour:**

- Provide good role models
- Avoid shouting – encourage a calm and responsive atmosphere
- Foster an open-door policy. Deal with parental concerns in a timely, respectful, sympathetic and professional manner
- Supervise children as they move around the school and on the playground
- Give reminders about expected behaviour – reinforce class rules
- Intervene in a timely manner and verbally warn children when they are in danger of engaging in behaviour that may become a serious breach of discipline
- Use positive phrases, rather than negative e.g. 'walk', rather than 'don't run'
- Plan activities that teach children specific social skills
- Allow time in class to discuss behaviour and consequences
- Reward positive behaviour choices
- Encourage toilet breaks to occur at the beginning and end of breaks
- Encourage games at break-times that involve turn-taking
- Be vigilant – especially when on playground duty
- Give reasoned explanations for rules and consequences
- Ensure resources are accessible and labelled
- Actively involve parents in behaviour feedback – positive and negative
- Make use of external agencies where necessary to support positive behaviour
- Ensure behaviour, not the child is criticised
- Be well organised and prepared
- Avoid queues
- Allow adequate time for tidying up
- Involve children in the development of independent working skills
- Ensure all children's needs are met
- Use social stories
- Encourage children to think through their actions. Could they have acted differently?

**Classroom expectations:**

Each class charter is based around these fundamental expectations:

**EYFS/KS1**

- We listen to and follow instructions
- We are kind and respectful
- We wait for our turn to speak
- Hands, feet and objects to ourselves
- Movement around the classroom should be sensible and purposeful

**KS2**

- We listen to and follow instructions
- We are kind and respectful
- We wait for our turn to speak
- Hands, feet and objects to ourselves
- Movement around the classroom should be sensible, purposeful and with permission

Wherever possible, discussion, positive reinforcement and encouragement will be used to bring about improvements in behaviour. Staff will explicitly teach and model expectations through:

- Tone of voice, respectful interactions
- Open and non-threatening body language

Poor behaviour will not be tolerated. Agreed actions when responding to behaviour which does not meet the expected standard:

- Reminder of expectations – refer to agreed class charter
- Verbal warning given, explicitly referring to which of the expectations are not being met
- Reflection time – reflect and reset – an opportunity to de-escalate behaviour – timed – 3-5 minutes
- Consequence – minutes to be lost from playtime on the same day if possible – timed 3-5 minutes
- Additional consequence x2
- After 3 consequences, SLT will be involved and parents informed

**Playground expectations:**

- Maintain respect for other children, adults, equipment and the environment
- Move in a way which is not potentially dangerous to others
- Include others and play fairly
- Stand still on the first whistle
- Walk to line on the second whistle and line up quietly

Poor behaviour will not be tolerated. Agreed actions when responding to behaviour which does not meet the expected standard:

- Reminder of expectations – refer to agreed playground charter
- Verbal warning given, explicitly referring to which of the expectations are not being met
- Reflection time – reflect and reset – an opportunity to de-escalate behaviour – timed – 3-5 minutes – near an adult
- Consequence – minutes to be lost from playtime on the same day if possible – timed 3-5 minutes
- Additional consequence x2
- After 3 consequences, SLT will be involved and parents informed

#### **Expectations for transitions:**

- Move quietly and safely around the school
- Walk in an orderly manner
- Show respect to others, both other children and adults
- Hold doors for others, using positive manners and being role models

Poor behaviour will not be tolerated. Agreed actions when responding to behaviour which does not meet the expected standard:

- Reminder of expectations – refer to agreed transition charter
- Verbal warning given, explicitly referring to which of the expectations are not being met
- Children will be asked to repeat the transition to practise moving around the school in an appropriate way

#### **Examples of Serious Breaches of Discipline:**

Severe behaviour can include, but is not limited to:

- 1) Theft
- 2) Destruction of property
- 3) Gross insolence or disobedience
- 4) Fighting/physical assault
- 5) Persistent disruption to learning
- 6) Bullying
- 7) Verbal/threatening behaviour including spitting
- 8) Absconding
- 9) Causing intentional bodily injury
- 10) Behaving without due regard for own personal or others' safety.

Agreed action when responding to behaviour which is considered a serious breach of discipline

- SLT involvement
- Interviews with involved children/staff
- Parents/carers informed by class teacher
- Meeting with parents/carers

For continuing unacceptable behaviour or in the case of serious verbal or physical violence the child may be excluded from school. This could take the form of a suspension, or on rare occasions, may take the form of a permanent exclusion.

Only the headteacher has the power to exclude a child from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion – if the circumstances warrant this.

If the headteacher excludes a child, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher will inform the parents that they can appeal against the exclusion to the governing body.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

Re-admission to the school following suspension will be on the basis of a behaviour contract negotiated between the child, the child's parents and the school.

If further breaches occur (of any category of offence), a permanent exclusion may be invoked by the headteacher.

### **Special Educational Needs and Disabilities**

At St Mary's we recognise that some children have Special Educational Needs and/or Disabilities (SEND). There may be reasonable adjustments required to the policy to ensure its suitability for all children.

Please see appendix 2 for a definition of terms.

**Reviewed: March 2026**



**St. Mary's Catholic Primary School**

**HOME SCHOOL AGREEMENT**

<b>Staff</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>To be supported by peers and managers</li> </ul>	<ul style="list-style-type: none"> <li>To ask for support when needed</li> <li>To offer support to colleagues and managers</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> <li>To share opinions</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> <li>To give opinions in a constructive manner</li> </ul>
<ul style="list-style-type: none"> <li>To be treated courteously by all others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>To model courteous behaviour</li> <li>To recognise and acknowledge positive behaviour in others</li> </ul>
<ul style="list-style-type: none"> <li>To be made fully aware of the school's systems/policies expectations</li> </ul>	<ul style="list-style-type: none"> <li>To seek information and use lines of communication</li> </ul>
<ul style="list-style-type: none"> <li>To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>To support others developing their skills in promoting positive behaviour and good attendance</li> <li>To acknowledge areas of own behaviour management skills which could be developed</li> <li>To try new approaches</li> </ul>

<b>Children</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully to others and property</li> </ul>
<ul style="list-style-type: none"> <li>To be safe</li> </ul>	<ul style="list-style-type: none"> <li>To behave in a way which keeps self and others safe</li> </ul>
<ul style="list-style-type: none"> <li>To learn</li> </ul>	<ul style="list-style-type: none"> <li>To attend school regularly</li> <li>To be willing to learn</li> <li>To allow others to learn</li> </ul>
<ul style="list-style-type: none"> <li>To make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>To own mistakes</li> <li>To allow others to make mistakes</li> </ul>

<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To give opinions in a constructive manner</li> <li>To listen to others</li> </ul>
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<b>Parents/Carers</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully towards others</li> </ul>
<ul style="list-style-type: none"> <li>To be kept informed about their child's progress and pastoral concerns</li> </ul>	<ul style="list-style-type: none"> <li>To make sure their child attends school regularly and on time</li> <li>To talk to their child about what he/she does in school and to be supportive of school</li> <li>To talk to teachers if they have any concerns about their child's learning or well-being</li> <li>To trust the school's professional systems to deal with issues or concerns raised</li> <li>To communicate concerns to school staff using the appropriate channels of communication i.e. conversation/letter to appropriate member of staff.</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>To have access to information of the school's approach to behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>To absorb information and share concerns</li> </ul>
<ul style="list-style-type: none"> <li>To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>To share concerns constructively.</li> </ul>

Signed: \_\_\_\_\_

Parent of: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2

### Definition of terms

- **Behaviour:** Defined as everything a person says or does, ranging from pro-social to anti-social. It is often viewed as a form of communication, rather than merely a character trait.
- **Expected Behaviour:** Actions that are respectful, polite, and helpful, and which vary depending on context, such as being quiet during a lesson but active at playtime. Demonstrating the schools core values.
- **Unacceptable/Unexpected Behaviour:** Actions that make others uncomfortable, hinder learning, or violate rules, including bullying, verbal abuse, or property damage.
- **Challenging Behaviour:** Behaviour that is detrimental to the individual or others, or that stops the person from engaging in daily activities or learning.
- **Restorative Approaches:** A strategy focusing on repairing harm, fostering empathy, and addressing the underlying causes of a behaviour rather than just punishing it.
- **Sanctions/Disciplinary Action:** Penalties applied for breaking rules, such as verbal warnings, reflection time away from class or a consequence.
- **Suspension:** A temporary removal from school for a specific period.
- **Permanent Exclusion:** The most severe sanction, involving the permanent removal of a student from the school roll.
- **Reward:** A positive consequence given to celebrate or reinforce desired behaviour.
- **Reasonable Force/Restrictive Physical Intervention:** The use of force necessary to prevent a pupil from hurting themselves or others, or damaging property.
- **Behaviour Curriculum/Code of Conduct/Charter:** A clear, published list of expectations and routines that define good behaviour.