

St Mary's RC Primary, a Voluntary Academy

Positive Behaviour Policy



Date Document Created (reviewed and edited annually)	Date approved by Governing Body	Date of next Policy Review
01.7.24	30.09.25	30.09.26

Purpose

- To support the school in achieving its mission - we are a caring community with Gospel Values at the core of everything that we do
- To keep our children safe
- To protect the vulnerable
- To teach and instil good behaviour, self-discipline and respect in our children
- To create an environment where everyone can flourish and thrive

Our School Rules

Be Ready

Be Respectful

Be Safe

Praise

Praise is a fundamental aspect of our school culture. We value everyone and encourage them to be the best that they can be. There is an attitude of positive praise and encouragement in all classrooms and areas around school. Praise is linked directly to our school rules and is specific to our taught behaviour curriculum so that children learn what behaviours should be repeated and others learn what good behaviour looks like and can aspire to this.

Praise and Rewards

We wish to encourage children to self-manage their own behaviour but staff understand that this needs to be taught, modelled and nurtured before it is intrinsic.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Rewards have a motivational role, helping children to see that good behaviour is valued and every action has a consequence – good and bad. We constantly use praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards and achievements.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- DOJO behaviour points
- Stickers from the class team
- Headteacher stickers
- Communicating praise to parents
- Certificates

Our main school reward is our DOJO behaviour points. Children are awarded a point for displaying behaviours which match the school rules.

They will be awarded:

50 points – bronze badge.

150 points - silver badge.

300 points - gold badge.

Points are never taken away once earned.

Children are awarded with a coloured badge to wear and their name is displayed in the school hall as a model of good behaviour.

Behaviour Pathway

A graduated Response to supporting children to manage their behaviour.

Quality First Teaching supports good behaviour. All staff provide a safe, stimulating and well-organised environment to support behaviour. This is planned for and monitored through the use of the Quality First Teaching Checklist.

If a child is displaying inappropriate behaviour, they will be supported to change this behaviour by all staff using a range of de-escalation strategies.

All adults during verbal intervention will:

- Follow the Behaviour Pathway
- Stick to the script
- Be consistent
- Remain calm using a low tone of voice
- Provide adequate personal space and show open, accepting body language
- Talk privately / quietly
- Listen with empathy
- Record incidents on CPoms if a consequence is reached

If children are struggling to follow the school rules consistently, the teacher will complete a Cause for Concern form.

The SENCO will observe using the QFT checklist in the first instance.

If further support is needed, [the SEND flow chart](#) will be activated to explore if further support should be sought, which may include outside agencies.

Lunchtime / after school reflections and after school detention

At St Mary's we believe in dealing with poor choices of behaviour within the same day wherever possible and where ever possible, enabling our pupils to make a fresh start each new day. If it is felt a consequence is required to address poor choices in behaviour a portion of lunchtime playtime may be taken away from a pupil in the form of a lunchtime reflection. We are very mindful at St Mary's that pupils need to have both physical and mental breaks away from the classroom to be able to focus in lessons and therefore we do not administer consequences where pupils have no break at all. If a playtime needs to be missed, parents will be informed of this and similarly, if poor choices within an afternoon needs to be addressed, parents will be informed that an after-school reflection is required prior to a child going home for the day. If two reflections, whether lunchtime or afterschool, are required within the same week, parents will be made aware that any additional poor choices at this level in the same week will result in an after-school detention. If an after-school detention is required, parents will also be asked to accompany their child so that a meeting can be held regarding this behaviour.

Report Cards

If a child needs more encouragement to make positive choices or to follow the school rules, they will be placed on a Report Card. As a guide, this would usually be used if after school detentions have been required in consecutive weeks.

Using the report card, targets are made in agreement with the child, an appropriate school adult and the child's parent. If a child gains the target amount of points a text message will be sent to the parent each day.

Report Cards are individualised and have different stages / targets to ensure children receive the individual level of behaviour support required.

Report cards are monitored and reviewed after 2 weeks. For children needing to remain on Report Card for a longer period of time a referral to the SENCO/Pupil Wellbeing Co-ordinator will be made to explore if further support should be sought which may include outside agencies.

Behaviour Contracts

If the Report Card does not support children in improving their behaviour, a Behaviour Contract will be implemented. The intention of the behaviour contract is to explore all avenues of support. The behaviour contract sets out more detailed, personalised targets for individual children and the consequences of not meeting these expectations. This contract is explained and communicated to parents/carers and child in a formal meeting with the headteacher or appropriate member of the SLT.

Both the child and parent/carer will be expected to sign this contract once they agree to the expectations and consequences. The meeting will also be a chance to explore any further support that may be available and may involve the SENCO or Pupil Wellbeing Coordinator.

Fixed term suspension

A fixed term suspension will be given when the behaviour policy has been breached and evidence is clear that keeping the pupil in school will seriously harm the welfare of the pupil or others in the school. Only the Headteacher or designated SLT member may suspend a pupil.

Re-integration

Arrangements will be made for a reintegration interview with the pupil's parents/carers following the expiry of a fixed term suspension. The purpose of this meeting is to welcome the child back to school and to discuss, with parental support, how to support their child to ensure their behaviour improves and so prevent further suspension.

Liaison with parents and other agencies

Working with parents is an essential part of supporting children with their behaviour. At St Mary's we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. The home school agreement encourages parents to show a commitment to the ethos and work of the school. School employ a Pupil Wellbeing Coordinator to support children and their families with a wide variety of issues.

Families are encouraged to work with our SENDCO and may choose to drop in for an informal chat.

Teachers are available to talk to at the start and the end of the school day or by appointment at any other time.

The headteacher and wider SLT are available to support with concerns or issues.

School are able to access a number of agencies designed to support children and families with behaviour at either home, at school or both.

Permanent exclusion

A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should be used as a last resort. There will, however, be exceptional circumstances where, in the head teacher's judgment it is appropriate to permanently exclude a child for a first / 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or

carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others.

Physical restraint 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used:

- as a punishment – it is always unlawful to use force as a punishment.
- Any occasions when reasonable force is used will be recorded on Cpoms.

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 the headteacher and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes a suspension or an exclusion.

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

Allegations against staff

Any allegation made against a member of staff will be fully investigated in line with school policies. Any false allegation made against a member of staff will be treated as a serious offence and may result in exclusion.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture and ethos to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Behaviour curriculum

Positive behaviour will be taught to all pupils in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. St Mary's has a behaviour curriculum that sets out these expectations across many areas of school life. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

Explanation and routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing poor behaviour choices.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Our expectations apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school can impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- CPoMs
- Attendance, permanent exclusion and suspension data

The data will be monitored and objectively analysed termly by the headteacher, attendance lead and/ or the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

School Leadership

St Mary's Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The Headteacher will have a high profile amongst the children and develop positive relationships, which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with

promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised.

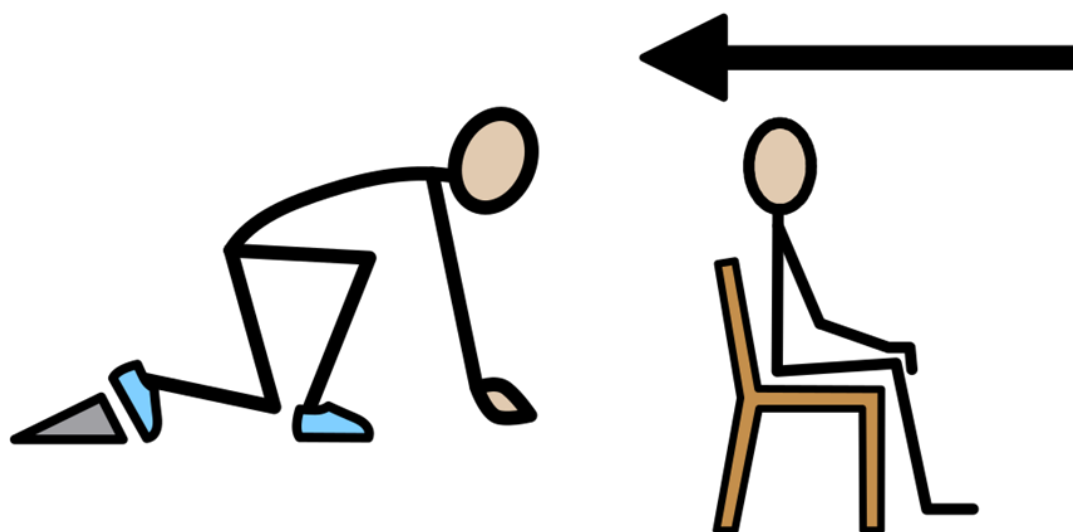
Monitoring and review

- The Head Teacher monitors the effectiveness of this policy on a regular basis. He also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements
- The school uses CPoms as a recording and monitoring system
- The Headteacher keeps a record of any pupil who is suspended or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improve

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in supporting behaviour and there is an aim to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing board.



Be ready

Be
respectful





Be safe

I show respect for the learning of others.

I show respect for my resources.

I show respect for my classroom and
school.

I am ready to share ideas.

I am ready to follow instructions.

I am ready to learn from my mistakes.

I am ready with the correct equipment for the session.

I am ready to ignore distractions.

I am ready to complete my task.

I say well done to others.

I listen to others.

I speak using kind words and a correct tone.

I show respect for my own learning.

I keep myself safe by making good choices.

I follow instructions so others can help me to keep safe.

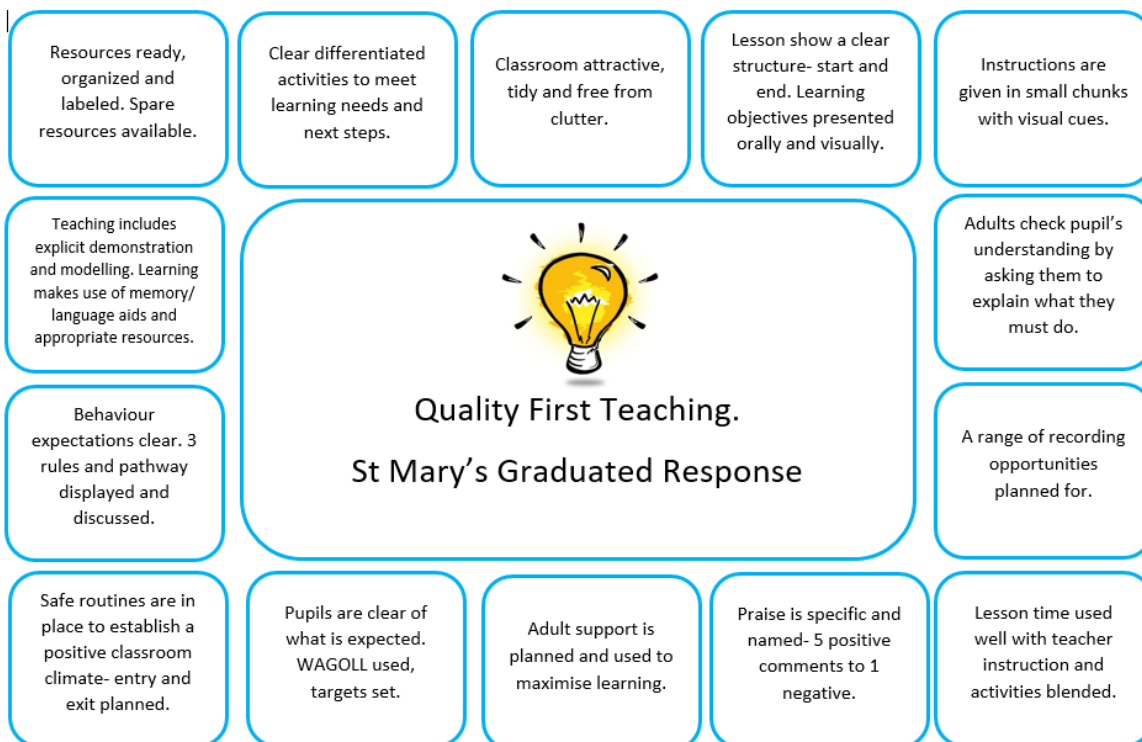
I report to an adult if I see someone or something unsafe.

I work to keep others safe.

I keep my hands and feet safe and to myself.

I come to school on time and am ready for my day.

I am ready to learn in each session.





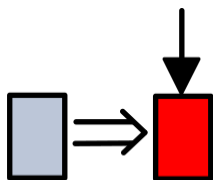
Reminder.

"This is a reminder that at St Mary's we are
Respectful, ready and safe, so
we.....Thank you."



Warning.

"I have reminded you to Be ready, Be
respectful and
Be Safe. This is now your warning, unless
you do so, you will miss 2 minutes off your
break time."



Consequence.

" You have continued to
therefore, you will now miss 2
minutes from your break time."



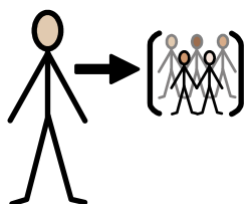
Work in another space.(Offices)

"Your unacceptable behaviour has
continued and so now you must work in
another area for 15 minutes to refocus
and continue your learning." Staff from
class to bring and collect.



Reset.

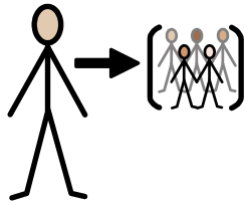
" At St Mary's our rules are to Be ready,
respectful and safe. Your behaviour was
not..... for the rest of the
day you need to Welcome back into
class. Let's start again."



SLT involvement.(HT/DHT/SMT inc DW, DW,EW,VB)

" Tell me why you are here. " Discuss
behaviours expected compared to behaviours
shown. Allow for calm down time. "This is a
reminder that at St Mary's we are respectful,
ready and safe. Let's go back to class"
Staff from class to bring and collect.





SLT involvement.

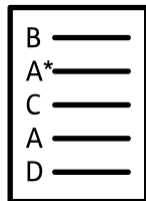
" Tell me why you are here." Discuss behaviours expected compared to behaviours shown. Allow for calming down time. " This is a reminder that at St Mary's we are respectful, ready and safe.

Let's go back to class"



Same day after school detention.

"Your unacceptable behaviour continued and so now you must stay for a 15 minute after school detention.



Report card.

"As you have visited SLT member 3 times in one week you will now be moved to a report card and your parents will be informed of this.



Behaviour Contract.

for improvement.

" Your report card does not appear to show an improvement in your behaviour. A meeting will now be held with HT, parent and child to put in place a contract





My Behaviour passport.

50 = bronze. 150 = silver. 300 = gold.

Report Card.

Name _____

Year group _____

Agreed Target for the day _____

Date _____

<u>Date</u>	<u>Session 1</u>		<u>Session 2</u>		<u>Session 3</u>		<u>Break</u>	<u>Session 4</u>		<u>Session 5</u>		<u>Total</u>	<u>Signatures</u>
	Task		Task		Task			Task		Task			<u>CI</u>
	Behaviour		Behaviour		Behaviour			Behaviour		Behaviour			<u>Parent</u>
	Task		Task		Task			Task		Task			<u>CI</u>
	Behaviour		Behaviour		Behaviour			Behaviour		Behaviour			<u>Parent</u>
	Task		Task		Task			Task		Task			<u>CI</u>
	Behaviour		Behaviour		Behaviour			Behaviour		Behaviour			<u>Parent</u>
	Task		Task		Task			Task		Task			<u>CI</u>
	Behaviour		Behaviour		Behaviour			Behaviour		Behaviour			<u>Parent</u>
	Task		Task		Task			Task		Task			<u>CI</u>
	Behaviour		Behaviour		Behaviour			Behaviour		Behaviour			<u>Parent</u>

A score of 1 -3 will be given for the task/work completed. A score of 1-3 will be given for the behaviour during the class session

Behaviour Contract

Parent Meeting Child:.....

Staff Lead Contact:.....

At St Mary's R.C. Primary Academy we want all children to achieve.

To support this we have three clear rules: **Be Ready, Be Respectful, Be Safe.**



We would like to work together with, you as parents and as a school to ensure is engaging in school life so that he/she is getting the most out of his/her time at St Mary's R.C. Primary Academy and so that others are too.

Currently your child is consistently not following our school rules and therefore is at risk of exclusion.

To help to prevent this from happening, we ask that you as a parent agree to the following expectations for your child:

I agree that my child will: - Be on time for school and lessons (Be Ready)

Wear full school uniform and be smart everyday (Be Ready)

Speak calmly and respectfully using appropriate language and tone of voice to both children and staff inside and outside of the classroom environment (Be Respectful)

Solve problems using kind words without aggression (Be Respectful)

Stay in class during lessons and remain on timetable (Be Safe)

Follow instructions from all adults at all times (Be Safe)

From today, as a school we will have zero tolerance if these simple expectations are not followed by your child. Some of the sanctions we will employ (dependent on the situation) will include: Asking your child to stay with an adult during breaks and lunch times or after school to complete unfinished work or anything that was refused by your child during the school day - Asking you as a parent to come into school to complete the work / task that has been refused - Lunchtime and/or break time fixed term suspension - A fixed term suspension - A permanent exclusion

I agree to supporting school in implement all of the above to support with the improvement of my child's behaviour:

Signed by parent:




Signed by Child:

Signed by school: Date:

St Mary's RC Primary School Behaviour Curriculum

Behaviour Culture	Our School Expectations		Catholic Social Teaching		Protected Characteristics		Fundamental British Values	
	Be ready Be respectful Be safe		Dignity of the Human Person Family and Community Solidarity and the Common Good Dignity of Work Rights and Responsibilities Options for the poor and vulnerable Stewardship		Age Disability Gender reassignment Marriage & civil Partnership Pregnancy and Maternity Race Religion and Belief Sex Sexual Orientation		Democracy Rule of Law Individual Liberty Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	
The aims of the behaviour curriculum		Successful relationships are underpinned by the positive ethos promoted in the culture of the primary school; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns we can promote good relationships throughout the school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)						

Modelling the Culture	Teaching the curriculum		• Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The school's learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. • The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects • Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. • Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content		The process for teaching behaviour explicitly is as follows		
					• IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach		

Maintaining the Culture	There are three overarching behaviour principles			SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.				
	Be Ready	Be Respectful	Be Safe					
• We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience.		• We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society	• We follow instructions -first time, every time. • We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.	Thrive  The Thrive Approach is a developmental and trauma sensitive approach to meeting the emotional and social needs of children. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning and with life.			Team Teach  • The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.	Trauma Informed  Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.
These approaches are linked to the PSHE curriculum with regards to pupil wellbeing and mental health								

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning	School Mission Statement	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	Extra-curricular clubs	Rights Respecting	Active Schools	Assemblies
	PSHE	RSHE	Computing	The Arts	Community work, including rights awareness	Physical Education	Expressive Arts and Design

St Mary's RC Primary School Behaviour Curriculum

Our pupils will be taught and will know the following expectations and routines

Respectful - Manners	Uniform	Attendance and Punctuality	Moving Around School	Dining Hall
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to. Know that it is important to show gratitude to others by thanking people for what they have done for you. Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know that we can wear a watch and no other jewellery Know that jumpers should be worn appropriately and not around our neck or waist. Know to bring correct PE kit as appropriate Know that our hair accessories should be appropriate. 	<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know that as a class, we walk around school in silence Know that we walk in a straight line Know that we line up in our agreed line order Know that we are polite and courteous to adults / other children with a greeting Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) Know that we walk on the left when walking up the stairs (KS1 & 2). 	<ul style="list-style-type: none"> Know that we wash hands before eating Know that we use a quiet voice and talk to the children opposite or adjacent to them only Know that we line up – one behind the other, quietly. Know that when eating, we stay in our seats facing our food Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) Know that we chew with our mouths closed Know that we say please and thank you Know that we put our hand up for adult attention Know that we walk in the dining room Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away our table space, cutlery, plate, cup and leave tidy. Know that we ask an adult if we need to leave the dining room Know that we only line up when asked by an adult - see moving around school
Prayer and Worship	Ready to Learn	Moving to the Line (in Class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that prayer is at the heart of the school day at Saint Mary's. Know that prayer is a sacred time to listen and speak with God and our response to prayer should reflect this. Know that pupils of all faiths and none will be encouraged to engage in and lead prayer. Know that when attending St Mary's there is an expectation that pupils will not only respect prayer but come to know God closer through this experience. Know that prayer candles are brought into the hall and placed in the holder at the start of our worship. Know that a candle is lit in class as part of our prayer and worship. 	<ul style="list-style-type: none"> Know how to follow the stopping strategy: Stop sign shown and shown back by the children. All conversations to stop, ready to listen. Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we walk to the line sensibly Know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect 	<ul style="list-style-type: none"> Know that we walk to the line sensibly Know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books Date underlined with ruler and sharpened pencil Learning objective/Title – underline and miss a line before starting (DUMTUMS) Error correction – rubbers used to self-correct errors made in pencil. One single line using a ruler to cross out errors made with pen. Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil. Maths books – one digit one square question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. <p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>
		Lining Up	Behaviour outside of school	
		<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silence Know that we walk in single file Know that we line up in our agreed order. 	<ul style="list-style-type: none"> Know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

St Mary's RC Primary School Behaviour Curriculum

Our adults in school will model expected behaviours by

Respectful - Manners	Uniform	Attendance and Punctuality	Moving Around School	Attendance at Mass
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to. Know that it is important to show gratitude to others by thanking people for what they have done for you Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Ensure uniform of pupils is correct at all times Provide 'spare' correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair yet uphold the standards expected Check uniform regularly, in line with the routines part of this document Present yourself in appropriate dress, in line with staff policy. (No jeans or leggings and sports clothes to be worn only by staff leading PE sessions on those days) 	<ul style="list-style-type: none"> Know that the expectation is that you attend school every day. Know that the expectation is that you are on time and organised prior to the start of the school day. Know that attending school on time every day is important both to the children and as an example to others. Know that there are procedures to follow should you be unable to attend or are experiencing a challenge that will result in you coming to school late. 	<ul style="list-style-type: none"> Regularly remind class of expectations when moving through school Line the class up - establish a class order Check smartness of pupils before and after moving In instances of unwanted behaviour – stop the class and recap expectations Be polite and courteous to adults / other children with a greeting and hold/open doors for one another Take pride in appearance – ask children to have shirts tucked in etc. Praise and reward children Model manners and showing courtesy to others- e.g., holding doors open Do not set off with a class/group until all expectations are met- including uniform and volume 	<ul style="list-style-type: none"> Know that as part of the family of St Mary's, we will attend Mass regularly together. Know that Mass, whether in school, outside or in church is an important part of the Catholic faith to be always responded to with respect. Know that we should enter the space for Mass in silence and genuflect before entering the bench when the Holy Sacrament is present. Know that you should try to make your own quiet prayers before the priest starts to celebrate Mass and you are not expected to hold a conversation with others around you before or during the Mass. Know that participation during attendance at Mass is expected, including standing, sitting, kneeling and receiving either a blessing or Holy Communion at the appropriate times. Know that we are role models of the Catholic faith and pupils look to us for the standards to adhere to.
Prayer and Worship	Ready to Learn	Assembly	Communal Areas	Playtime Behaviour
<ul style="list-style-type: none"> Know that prayer is at the heart of the school day at Saint Mary's. Know that prayer is a sacred time to listen and speak with God and our response to prayer should reflect this. Know that adults and pupils of all faiths and none will be encouraged to engage in and lead prayer. As role models of the Catholic faith we have undertaken the task of setting the expectation that pupils will not only respect prayer but come to know God closer through this experience. We will actively seek appropriate CPD to support us in this role. 	<ul style="list-style-type: none"> Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise Establish, teach and model routines and expectations Greet children and adults on entry to the room Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc. Ensure workspaces/classroom is tidy, including their own desk Have the lining up order displayed in the classroom Use transitional songs /rhymes etc. where appropriate 	<ul style="list-style-type: none"> Verbally remind children of expectations and praise children for meeting them prior to and after assembly Organise class into appropriate order in classroom Ensure uniform is checked Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) Praise/remind children for following expectations of sitting and participation Remind children to gain attention if necessary Lead children into assembly modelling expectations Actively engage with assembly Ensure orderly exit from hall and return to class Praise and reward as appropriate 	<ul style="list-style-type: none"> Ensure tidy work spaces including their desk area Ensure all space outside their classroom is clutter free Pick up any rubbish and place in the dustbin, do not walk past it Ensure all displays are kept in good order Pick up coats and place back on pegs / report to the class teacher Praise/reward/prompt children as required 	<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground Know that you must interact with the children in a safe manner. Know that we do not accept any form of a 'play fight' because children may hurt someone by accident. Know that you must model be kindness and initiate children in games sharing equipment and ideas wherever possible. Model kindness as someone who behaves in a gentle, caring, and helpful way towards other people. Know that it is important to call children to line on time and insist on lining up order quickly
Dining Hall		Moving to the Line (in Class)	Behaviour outside of school	Presentation in Books
<ul style="list-style-type: none"> Check uniform on entry and exit of dining hall Use the agreed 'attention' signal Support and model to pupils to use knife and fork Remind pupils of expectations Monitor the cleaning of plates and cutlery Check and remind of manner Check spaces as pupils leave the eating space Praise and reward the correct behaviour 		<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in order- in line with school decision on how that order is decided Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Know that as a member of St Mary's staff, whether on duty or not, we will be associated with school and must consider this in the community in terms of our conduct and how we interact with others. We must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. We know how to stay safe online and use technology sensibly and safely both during our We know who to go to for help and support 	<ul style="list-style-type: none"> Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used Use laminate pouches to protect cover/back of book Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. Follow the marking and feedback policy Model the expectations of presentation in their marking – handwriting and no crossing out in pen
		Lining Up		
		<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in order- in line with school decision on how that order is decided Praise or stop and reinforce expectations as required 		

Behaviour curriculum

Cause for Concern Form T Drive

SEND Flow Chart

ABC charts – what's the behaviour – what was the trigger – what was the consequence – to notice and understand patterns – on T Drive