



"Let your light shine"

St Mary's Church of England Primary School

Behaviour Policy

including statement of principles

Status	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor:	CHAIR OF GOVERNORS
Ratified by the Headteacher:	January 2025
Date first approved by the Governing Board:	January 2025
Review Period:	Annually
Review date:	January 2026

Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	4
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum	7
7. Responding to behaviour	7
8. Serious consequences	11
9. Responding to behaviour of pupils with SEND	11
10. Training	11
11. Monitoring arrangements	11
12. Links with other policies	12
Appendix 1: written statement of behaviour principles	13
Appendix 2: Our Golden Rules	14
Appendix 3: Toolkit for positive behaviour	15

INTRODUCTION

This policy should be taken as part of the overall strategy of the school and operated within the context of our ethos, vision, aims and values as a Church of England School.

This policy works in conjunction with our Relationship Policy, based on the work of Paul Dix, and takes a trauma informed approach.

VISION

As a Church of England School, we aim to work with parents, children, staff, governors and the church to provide a safe environment in which each child is valued as an individual made in the image of God.

Through high quality teaching and a supportive, inspiring staff, St Mary's aims to nurture every child, motivating them to be their very best and helping them develop a positive growth mindset in order to sow the seed for a lifelong, love of learning.

RATIONALE - Children should:

- Acquire a set of core Christian values on which to base their own behaviour;
- **Be Ready, Be Respectful, Be Safe;**
- Accept responsibilities, which the membership of any community implies.

We believe that this policy ensures that each member of our school community (children and staff) achieve a positive self-image and heightened self-esteem.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Repeated breaches of the school rules
- Any form of bullying
- Child on child abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as knives or weapons, or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The St Mary's CEVC Primary School Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS ensuring it is factual and not judgemental
- Challenging pupils to meet the school's expectations

The pastoral team and senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour and relationship policies
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

Be Ready, Be Respectful, Be Safe by following the guidelines below:

- Be kind
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupils should switch their mobile phones off by the time they have gone through the green gates in the morning
- Mobile phones should be stored in a designated area of each class
- There may be exceptions to the rules for medical reasons

6.2 Smart watches

- Pupils should not bring smart watches into school unless there is a medical reason to do so ie to monitor diabetes

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which should include:
 - Greeting pupils in the morning
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Class teachers to choose their own reward systems for within the classroom. Children know how this works and respond positively to this process.
- Verbal praise
- Class Recognition Board to recognise pupils who exceed expectations—Name and Fame. This may be called something different in each class e.g. Above and Beyond Board
- Children collect Dojo Points every week, for going above and beyond. These translate into House / Team points.
- Each week the Kindness Koala / Kangaroo will be awarded to the class with the most kindness dojos
- Pupil Achievements will be recognised through Gold Awards in a Friday Assembly.
- Staff will also celebrate success by sending home a praise postcard or by sending a dojo message or by making a positive phone call home when a child has gone above and beyond.
- Children may see a member of the SLT for a sticker / Headteacher's Award.

7.4 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following consequences or responses to unacceptable behaviour:

- Apology
- Thinking Time in agreed space
- Work sent home if incomplete
- Chat with parents
- Pastoral Team support
- SLT support
- Restorative meeting
- Family meeting
- Pastoral Support Plan

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Physical Restraint

Physical restraint is avoided, unless there is no other option. Examples of when it may be needed are:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
 - **Always be used as a last resort**
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded electronically on CPOMS and reported to parents

7.6 Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.7 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will contact the parents/carers and then make an initial assessment of whether to report the incident to the police.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious consequences

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

- The decision to suspend or exclude will be made by the headteacher and only as a last resort, and will follow the guidance set out in:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

9. Responding to the behaviours of pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When difficulties with behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every difficulty will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on their behaviour will be made on a case-by-case basis.

When dealing with behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers to behaviour, and put in place support to prevent these from occurring.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will log incidents on CPOMS, on the following:

- Behavioural incidents
- Meeting and other communications with parents / carers
- Pastoral Support Plans

- Documents from outside agencies
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Full Governing Board (FGB) at least annually, or more frequently, if needed, At each review, the policy will be approved by the Headteacher and the FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Relationship policy
- Child protection and safeguarding policy
- Anti-bullying policy

Appendix 1:**Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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, consequences and physical restraint are used consistently by staff, in line with the relationship and behaviour policies
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and we follow the Government guidelines on suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in significant or ongoing behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Let Your Light Shine

Our Golden Rules

Be Ready

Be Respectful

Be Safe

Rewards

- *Verbal praise*
- *Wall of Pride*
- *Name and Fame board*
 - *Dojo points*
- *Sensei of the week*
 - *Notes home*
 - *Phone calls home*
 - *Gold Award*
 - *Golden Moments*
- *See Deputy Head /SENDCo*
 - *Headteacher's Award*

Consequences

- *Verbal warning*
- *Thinking Time*
- *Time out of the classroom*
 - *Miss some playtime*
 - *Apology*
- *Restorative meeting*
- *Parents informed*
- *Work sent home*
 - *Suspension*
 - *Exclusion*

Appendix 3

Toolkit for Positive Behaviour at St Mary's CEVC Primary School



St Mary's School Rules

Be Ready

Be Respectful

Be Safe

Article 28

Every child has the right to an education

Strategies for Success

Be Consistent and Calm

First attention to those who behave

Relentless Routines

Restorative Conversations

Name and Fame

Agreed strategies to recognise children who go above and beyond

- Class teachers to choose their own reward systems for within the classroom. Children know how this works and respond positively to this process.
- Class Recognition Board to recognise pupils who exceed expectations—Name and Fame. This may be called something different in each class e.g. Above and Beyond Board
- Children collect Dojo Points every week, for going above and beyond. These translate into House / Team points.
- Each week the Kindness Koala / Kangaroo will be awarded to the class with the most kindness dojos
- Each week the Shining Light award will be awarded to children nominated by their peers for 'letting their light shine'.
- Pupil Achievements will be recognised through Gold Awards in a Friday Assembly.
- Staff will also celebrate success by sending home a praise postcard or by sending a dojo message or by making a Positive Phone call home when a child has gone above and beyond.
- Children may see a member of the SLT for a sticker / Headteacher's Award.

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

*"You are the light of the world...let your light shine."
Matthew 5:14*

Toolkit for Positive Behaviour at St Mary's CEVC Primary School

Be ready

Be Respectful

Be Safe

FLYBY

Quietly pass by the child and remind them of the instruction and the behavior you are looking for.

REMINDER

Quietly remind the child of expected behavior and that you want them to follow the instructions.

WARNING

Quietly issue a warning (I've spoken to you twice now...) and remind the child about making good choices.

Last Chance (30 second intervention)

Should Only last 30 seconds and then get back to teaching

Quietly sit down beside the child and say: I've noticed you are having difficulty with our rule about I have spoken to you 3 times now. I'll see you for 2 minutes at Playtime to discuss this.

Then mention previous good behaviour and say, Thanks for listening. Then walk away and do not respond to secondary behaviour, write it down discreetly and deal with it later.

TIME OUT

If last chance is not adhered to then Time Out in an agreed place e.g. another classroom

RESTORE

2 minute restorative conversation and consequence (adult decision and immediate)

Low Level Consequence

- Verbal warning
- Apology
- Thinking Time in agreed space
- Communication with parents / carers
- Work sent home if incomplete

High Level Consequence

- Pastoral / SLT Support
- Time out of class
- Restorative meeting
- Family meeting
- Pastoral Support Plan
- Suspension / Exclusion

Top Tips

- Acknowledge fogging – I hear you but ... Be that as it may... I'm aware of that ... I understand what you are saying however ...
- PIP and RIP – Praise in Public - Reprimand in Private
- Deal with secondary behaviours later but do deal with them.
- Distressed behaviour - should refer to the distressed behaviour response planning process.
- Consequences are not designed to be punitive but to restore relationships and help the child understand their responsibilities in being ready to learn, respectful and safe as well as how their actions can have an impact on other children's rights.

"You are the light of the world...let your light shine."