



St. Mary's RC Primary School

Behaviour Policy

Date policy last reviewed:
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Signed by:

LBushell

Headteacher

Date: February 2026

DFrazer

Chair of governors

Date: March 2026

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School Ethos and Mission

At St Mary's RC Primary School behaviour is communication. Children do well when they can. When they struggle, adults seek to understand *why* and respond in ways that protect dignity, safety and relationships. At St Marys our vision reflects our expectations - [Every child , Every Chance \(To learn and grow together in Christ\)](#).

We hold **high expectations** for behaviour **alongside high support**.

St Mary's RC Primary School adopts a trauma-informed and relational approach to behaviour. We recognise that behaviour is a form of communication and that children's behaviour may be influenced by their experiences, relationships, emotional regulation, and unmet needs. Our approach prioritises safety, connection and regulation, recognising that children must feel emotionally secure before they are able to reflect on behaviour or engage in learning.

We recognise that children must feel safe, connected and regulated before they are able to reflect on behaviour or engage fully in learning.

Our mission:

"To learn and grow together in Christ."

Behaviour is supported through strong relationships, clear routines and calm, consistent adult responses.

Our values are inspired by the words of Jesus:

"A new commandment I give you: Love one another! Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples, if you have love for one another."
(John 13:34-35)

At St. Mary's, we value:

- Kindness
- Each other
- Friendship
- Effort
- Aiming High
- Positivity

Statement of Intent

St Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. At St Mary's, behaviour is understood as a form of communication. Where children experience difficulty meeting behaviour expectations, adults seek first to understand

the underlying need, recognising the impact of trauma, attachment and emotional regulation on behaviour.

Support for behaviour at St Mary's follows the graduated approach. This means that behaviour is assessed to understand underlying need, support is planned and implemented, and the impact of that support is reviewed over time. Decisions about behaviour support are informed by evidence, professional discussion and ongoing monitoring, rather than assumptions or isolated incidents.

Our behaviour policy guides staff to teach self-discipline and not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviours underpins this for impact.

The school has three simple rules; 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

In addition, we want to give recognition to children who go 'Above and Beyond'. This includes exceeding our school values, and living our mission statement day in, day out, having a positive impact on the St Mary's community.

We also understand that for some children, following our behaviour expectations will present challenges due to a whole range of reasons such as:

- Developmental Level
- Trauma and Adverse Childhood Experiences
- Attachment
- Social, Emotional or Mental health
- Special Educational Need

For this reason, we do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however, rigorous support is offered to those having difficulty meeting those expectations.

The purpose of this policy is to guide teachers, children and parents on our relationship based approach to behaviour management. This will allow the children at St Mary's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some key principles and practices that reflect our school ethos, core values and mission statement:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To ensure that excellent behaviour is a minimum expectation for all and provide equity so that all children are provided with the support they need to comply with our expectations
- To provide a clear guide for children, staff and parents of expected levels of behaviour

1 . Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Trauma Informed Relationship Policy
- Behaviour and Relationship Policy Principles (Summary Document)
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-Free Policy
- Pupil Drug and Alcohol Policy

- Searching, Screening and Confiscation Policy
- Anti-Bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by children at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the children in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining children who display poor levels of behaviour. This responsibility includes the power to discipline children even when they are not in school or in the charge of a member of staff.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting the Catholic Ethos of our school
- Supporting their child in adhering to the school rules.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** - deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Managing behaviour

At St. Mary's we recognise that creating a positive climate with clear structure and predictable outcomes have the best impact on behaviour.

Positive Teacher-pupil relationships

Positive teacher-pupil relationships are key to promoting positive behaviour and combatting undesirable behaviour. The school focused heavily on forming these relationships to allow teachers to understand their children and create a strong foundation from which behavioural changes can take place. *Where children display distressed or dysregulated behaviour, adults recognise that this may reflect a stress response rather than deliberate defiance. In these situations, priority is given to regulation and emotional safety before behaviour is addressed. Children are supported to calm, reconnect and feel secure before restorative conversations take place.*

Members of staff who manage behaviour well:

Adults at St Mary's maintain clear boundaries alongside warmth, empathy and consistency. Language used with children is calm, respectful and non-judgemental, with an emphasis on choice, accountability and repair. Consequences are framed as opportunities for learning and restoration, rather than punishment.

Staff at St Marys will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know the children well and develop positive relationships with them
- Relentlessly work to build mutual respect
- Remain calm and keep their emotions for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Use a range of effective de-escalation techniques
- Maintain a consistent approach always

Children want staff to:

- Give them a fresh start every session
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

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

The strategies class teachers employ for managing behaviour in the classroom vary according to the age, ability and experience of the children. At the start of the academic year the children write their own class rules outlining their vision and their role in making it happen.

Recognition for Positive Behaviour:

We aim to recognise, acknowledge and celebrate good behaviour along with a child's effort and achievement regardless of ability. We aim to maintain a culture where children want to succeed, are proud of their achievements and encourage each other to succeed. It is vital that there is an emphasis on praise and we aim to give our first attention to best conduct.

Some of the positive consequences for good choices and good behaviour include:

- House points are to be given one at a time, for living out our mission. The winning house is announced weekly. A reward is given to the winning house at the end of each half term. Our School Council plan the activities.
- Stickers
- Head Teacher Awards (weekly theme linked to our school values)
- Stars of the week- 2 from each class during celebration assembly
- Class dojo system - class dojo shop in each class
- Whole class reward over a term (marbles in a jar,)

- Lunchtime stickers and certificates
- Positive comments to parents/carers (postcard home or phone call)
- Celebrating positive behaviour/success
- Sent to another member of staff to reinforce success and praise

Recognition Boards

Recognition Boards will be used in every class to provide:

- clear expectations for each session in relation to social or learning behaviours.
- instant recognition for positive behaviour
- reinforce the sense of team-work and collaboration moving in one direction (not to shower praise on an individual)

Adults or children in the class can nominate names for the Recognition Board and there is a strong emphasis on children working together as a team to get everyone's name on the board.

There is no material prize for class completion of the Recognition Board. However, each class chooses a celebration when all names are on the board, eg: teacher juggles, special celebration dance or song.

Phone Call Home

The phone call home is also a high-level recognition for consistently going above and beyond. It can be given to any child by any adult in the school.

Approach to managing unacceptable behaviour

Although we insist on a strong emphasis on acknowledging and rewarding positive behaviours, there will on occasions be some children who may struggle to follow agreed expectations. When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will also be unique. The situation and the factors involved will be considered carefully and responses will usually be made following a professional discussion between some/all of the following people: Headteacher, Deputy Headteacher, SENDCo, Pastoral Support, Class Teacher, Teaching Assistant, Welfare Assistant. At every stage we will maintain close communication with parents and carers.

While stepped sanctions provide structure and predictability, staff use professional judgement when responding to children with identified SEMH needs, SEND, or known trauma histories. In these cases, steps may be adapted in line with individual behaviour plans or

support plans, ensuring responses are proportionate, supportive and focused on long-term regulation and success.

Children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using a restorative approach and questioning. It is essential that children are allowed to start each day/session with 'a clean slate.' This will restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous day should have been dealt with at the time and should not be allowed to affect the following day. However, this does not mean that any strategy put in place to improve behaviour can be ignored, eg if a child has been given an ongoing sanction due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as necessary.

Strategies for managing unacceptable behaviour

Classroom Plan/Playground Plan

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every member of staff to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear. Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'stepped sanctions' for dealing with poor conduct. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

Scripted Response (Appendix B)

As part of the Classroom Plan, a 30-second script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They must then stay behind at break time or lunchtime to have a quick discussion with the class teacher.

De-escalation Techniques

(see Appendix C)

Consequences

If a child is not responding to our strategies for managing poor behaviour, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their positive behaviour plan and IEP .

Consequences are designed to encourage the child to make 'good' choices and understand that their actions have consequences. Examples of consequences include:

- *The Quiet Space(Calm corner in class/The Zone/ The Hub / Cosy corner) is a supportive, time-limited provision designed to help children regulate when they are emotionally overwhelmed. It is not used as a punishment. The purpose of the Quiet Space is to reduce emotional distress, support calming strategies, and enable the child to return to learning as soon as they are ready. Reintegration is always supported by a restorative conversation.*
- a reflective time where the child and class teacher privately discuss their actions and how this has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- 'Pay it Back time' - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- Triage 'Quiet Space' - this is an area of the school, staffed by our pastoral support team for children to go to for a short space of time to 'cool down'. This is a proactive measure and should not be seen as a punishment. It is to be used if a child is having a particularly difficult time engaging in learning/play. Pastoral staff will provide a safe space for the child to calm down, and then take back to class soon as this is possible. The child will need to have a conversation with member of staff leading the session they left for a restorative conversation and accept any consequence that may be necessary.

For serious unacceptable behaviour, the consequences will be:

- The child is sent to the headteacher immediately, or, in their absence, the most senior member of staff.
- The headteacher investigates and records the incident on CPOMs.
- The headteacher will discuss the incident with other relevant staff members and consider the appropriate sanction and best way to help support the child repair any harm caused and ways to avoid this happening again
- Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may have contributed to the child's behaviour

- Where a pupil is identified as having SEMH or SEND-related difficulties, support will be put into place through an Individual Behaviour Plan/IEP .

Monitoring Impact of consequences and Interventions

Where behaviour support strategies or consequences are used repeatedly, their impact is reviewed to ensure they are effective. Entry and exit data, behaviour patterns and pupil response are considered as part of this review. If strategies are not leading to improvement, further assessment and adjusted support will be implemented.

For children with ongoing behavioural difficulties, support is aligned with SEN Support processes. Behaviour plans are informed by assessment, linked to identified needs, and reviewed regularly using the assess-plan-do-review cycle. The SENCo works collaboratively with staff and families to ensure behaviour support is appropriate, proportionate and effective.

St Mary's works in partnership with parents and carers to support behaviour. Conversations about behaviour are approached sensitively and respectfully, recognising that families may have different experiences and circumstances. The focus is on understanding, shared problem-solving and supporting the child, rather than attributing blame.

Restorative Approach

At St. Mary's we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions (Appendix 2)

These restorative questions will be used to support restorative meetings and/or conversations. Staff will decide the how many of the questions to use with children (dependent on age/maturity).

Suspensions /Exclusions

St MarysRC Primary School recognises that suspension and exclusion can have a significant impact on children, particularly those who are vulnerable or have experienced trauma. As such, exclusion is used only as a last resort, where safety is at risk or all other strategies have been exhausted. Where exclusion occurs, careful reintegration planning is undertaken to support the child's return.

Types of Suspension/ Exclusion

- **Internal Suspension**

This is when a child works in isolation, away from his/her peers. A member of the leadership team will supervise the internal suspension and work will be set by the class teacher. Parents will be informed of an internal suspension and recorded on CPOMS .

- **Fixed Term Suspension**

This is when a child is sent home for a fixed period of time. If this decision is taken, work will be set for the child to complete at home. Following a fixed -term suspension the child and parents meet the Headteacher to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where the child has transgressed it is expected that they will be welcomed back and treated without any resentment when they return.

- **Permanent Exclusion**

This is when a child is no longer permitted to attend the school, in the event of a permanent exclusion, the Headteacher will meet with parents to explain the process in full.

The decision to permanently exclude a child will only be taken:

- In response to extreme or violent physical abuse to a member of staff or another child
- Where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school
- The repeated use of foul and abusive language/ physical assault aimed at other children and adults/undermining the staff

(See Exclusion Policy for more details about Exclusion).

5. Discipline and the Law

For discipline to be lawful, the school will ensure that:

- The decision to discipline a child is made by a paid member of school staff, or member of staff authorized to do so by the Headteacher.

- The decision to discipline a child is made on the school premises or whilst the child is under the charge of a member of staff, such as during an educational trip or visit
- The decision to discipline a child is reasonable and will not discriminate on any grounds, as per the Equality Act 2010

6. Sexual Abuse and Discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-On-Peer Abuse Policy.

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. Discipline 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.

7. Smoking and Controlled Substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and children are instructed not to smoke on school grounds. Children are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child and Protection and Safeguarding Policy

8. Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorized by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the children may have a prohibited item. The prohibited items (using the DFE's 'Searching, Screening and Confiscation' guidance) are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic items
- 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

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

9. Physical Intervention

At St. Mary's we do not have a 'no contact policy'. Members of staff have the legal power to use reasonable force to prevent children from committing an offence, injuring tIn our school we do not have a 'no contact' policy. School staff have a legal power to use reasonable force, parental consent is not needed for this if a child is hurting themselves, others or damaging property. Force is used either to restrain or control but never a punishment. staff have been provided with " Team Teach " training to support their understanding of reasonable force themselves or others, damaging property, and to maintain good order and discipline.

10. Behaviour off school premises

Children at the school must agree to represent the school in a positive manner. Staff can discipline children for misbehavior outside of the school premises when the child 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 children for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school

- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff will be dealt with in accordance with the school's anti-bullying policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehavior witnessed 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 child 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 children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Monitoring and Review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is November 2026



St. Mary's RC Primary School

Behaviour Policy Blueprint

Visible Adult Consistencies

- Meet and Greet
- First attention to best conduct
- Model our values
- Listen – be bothered
- Calm, Caring and Kind

Rules

- Be Ready
- Be Respectful
- Be Safe

Relentless Routines

- Wonderful Walking
- Legendary Lines
- Excellent Eating
- Hands Up/Eyes on Me
- All children to be led from the playground by the teacher

Over and Above

- Exceeding our school values
- Effort – always striving for excellence
- Initiative

Recognition

- Recognition Boards
- House Point System
- Hot Chocolate Fridays
- Phone Call Home
- Postcard Home/
Affirmation cards

Stepped Sanctions

1. Reminder (3 Rules)
2. Caution (outline behaviour and consequence quietly to the child)
3. Last Chance (30 second intervention)
4. Cool off (time in Quiet Space)
5. Repair (Restorative conversation)

30 Second Script

- I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now
- This behaviour is not following our rule about being (ready, respectful, safe).
- You have chosen to stay in and speak to me after class.
- Do you remember when you (refer to previous positive behaviour)
- That is who I need to see today.
- Thank you for listening

Restorative Questions

1. What happened?
2. What were you feeling/ thinking at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

Appendix B: Classroom/Playground Plan

	Steps	Actions
1	Redirection/Reminder	<ul style="list-style-type: none"> • Gentle encouragement/a 'nudge' in the right direction • A reminder of our three simple rules - Ready, Respectful, Safe. • Delivered privately/discreetly wherever possible <p>Examples: a look, raised eyebrows, move closer, a hand on shoulder, praise positives from other children, or a simple verbal instruction such as 'no', 'back on task', 'thank you'</p> <p>Provide take up Time.</p> <p>Take the initiative to keep things within this step.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>
2	Caution	<ul style="list-style-type: none"> • A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue (eg, move table, work at breaktime/lunchtime) • Use the language of choices and consequences. Consider adding the phrase, 'Think carefully about your next step' <p>Examples: You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen. If you choose not to do the work, then this will happen....I'll leave you to make your decision.</p> <p>Do you remember yesterday when you (did something well) That is the (child's name) I need to see today. That is the (child's name) you can be all the time.</p> <p>Provide take up Time.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>
3	Last Chance '30-second script'	<p>Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Always add 'Stay behind two minutes after class' to</p>

		this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out/Cool Off in our Quiet Space	This step is only needed if the child needs to calm down and compose themselves, or if staying in the class any longer would have a detrimental impact on teaching and learning.
5	Restore and Repair	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide the work should be taken home to complete (Pay it Back time)

30 Second Script	Restorative Questions
<ul style="list-style-type: none"> • I noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now • You are not showing our rule about (safe, ready, respectful) • You have chosen to....(move tables, catch up with your work at lunchtime) • Do you remember when you (refer to previous positive behaviour) • That is who I need to see today. • Thank you for listening • Stay behind two minutes after class 	<ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/ thinking at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected and how? 6. What should we do to put things right? 7. If this happened again, how could you do things differently

Appendix C: De-escalation Strategies

Where negative behaviour is present, staff members will implement des-escalation strategies to diffuse the situation. These include:

Assertive Scripts

Starters and finishers

- Let's...
- I need you to...
- You should be...
- In five minutes you will have...
- When I return I will see...
- Today we are going to...
- You will be...
- I expect you to...
- I know that you will...
- Thank you for...

Examples:

Assumed close: 'Thank you for.....listening.'

Take up time: 'I expect'....to see all of the tools left neatly on the table

Choice: 'I know you will help'.... Help Billy clear up the water

Assertive Starters: 'I need to see...you following the routine'

Closed requests: 'You need to....speak with me at the side of the room.'

Unreserved enthusiasm: 'we will....try again tomorrow.'

Fogging Techniques (getting out of the cul-de-sac of no return)

Pupil	Adult
It wasn't me	I hear what you're saying....

But they were doing the same thing	I understand....
I was only	Maybe you were....and yet....
You're not being fair	Yes, sometimes I may appear.....
It's boring	Be that as it may....
You are a	There may be some truth in that....OR I'm sorry you are having a bad day

The Assertive Adult:

"Welcome to my classroom...."

"I expect...in my classroom..."

"I need you to....thank you."

Well done...you have respected the rights of this class."

"When you have...you can..."

"What is our rule for...?"

You can give me the...until the end of the lesson, or you can put it away. Your choice..."

Positive Reinforcement:

"Good question. You can do the task in the order you wish."

"Yes, talk to your partner to get the idea. Well done."

Positive Correction:

Remember to listen carefully to everyone's contribution."

Make sure you write in complete sentences. Thank you.

Assertive Adults:

- Clearly and firmly communicate their wants and needs to students and are prepared to back words with actions
- Have positive expectations about their ability to manage classroom and out of class behaviour
- Have a plan for classroom management and out of class behaviour management
- Expect support but understand they need to pick up their own tab.
- Take a leadership role in their classroom or area.
- Possess key skills (setting and embedding the school rules, effective limit setting, effective positive support for pupils
- Maximise teaching and learning

Strategies for assertiveness

A clear short message:

Adam, I need you to...

Amelie, I want you to...

Shaun, you will....

Lewis, you need to...

Megan, the direction is...

Do's and Don'ts

- Do stand or sit close to the pupil
- Do use a calm, firm tone of voice
- Avoid making comparisons (eg, Dwayne, pack away your books like the rest of the group has).
- Avoid the use of words such as don't, not, shouldn't (eg, Pritti, don't annoy Bella)
- Do deliver assertive statements

Staff provide consistency:

Use voice tone at various levels to match the target audience (eg, dealing with an individual would be done at a whisper, small groups at normal conversational volume)

For learners this means:

- They are welcomed into the classroom
- They are talked to positively as they enter
- They know exactly where to sit
- They feel organized
- They are ready to work and learn

Diverters and Diffusers

If the Learner argues:

Show empathy for what the student has said, eg:

'I hear what you're saying.'

'I can see you're upset.'

Refocus by repeating the direction in a calm, low key manner 'you need to start work now.'

Repeat the direction without engaging in the argument, a maximum of three times.

Use positive repetition to refocus Learners back on task

- Give directions
- Look for Learners following directions and praise them
- Say name, repeat direction, and use a positive comment
- Use consistent praise
- Use a class wide positive strategy, such as focusing on a behaviour you want to change and using a visible system of recognition.
- Circulate the room

Adult Strategies

Choice	Give pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: 'I want you to get on with your work or (consequence) it's your choice.' 'Are you choosing not to follow the rules on.....?'
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	'Sit over here, or next to Peter.'
Take-Up Time	<p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectation. Follows an instruction with a pause to allow pupils time to comply. Examples include:</p> <p>'could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</p>
Partial Agreement	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include:</p> <p>'Yes, you may have been talking about your work, but I would like you to...'</p> <p>'Yes, it may not seem fair but...'</p>
When-then direction	<p>Avoids the negative by expressing the situation positively. Examples include: It is better to say, 'When you have finished your work, then you can go out' than 'No, you cannot go out because you have not finished your work.'</p>
Privately understood signals	<p>Draws the class together and builds in sharing times. Examples include:</p> <p>'Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. And individual pupil may recognize a gesture from the teacher as a reminder to concentrate on work.</p>
Tactical Ignoring	<p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If the target pupils change their behaviour, praise them. Examples include:</p> <p>The teacher may say to a nearby pupil, 'Well done. You have remembered to put your hand up to answer a question.'</p>
Redirect behaviour	<p>Reminds the pupils what they should be doing and avoids getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include:</p> <p>'Ok Maria and Mark. We're looking at the extract from Tennyson on pages 23 of your books.'</p>
Consequences and Sanctions	<p>Needs to be in line with school policy and be implemented clearly and consistently. Examples include:</p> <p>'Remember the school rule Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all.'</p>
Deferred Consequences	<p>Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who aware watching the drama</p>

	<p>unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Examples includes:</p>
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'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.