

# Behaviour Policy

Updated: March 2024  
Up for review: March 2027

# Our Vision

## St Mary's CE (Aided) Primary School is

**'A Christ-centred school with a child-centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community. We treasure each child and enable them to flourish, using their God-given potential and establishing a secure foundation for them to thrive in a rapidly changing world.**

## Intent

At St. Mary's, **everyone** is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Together we strive to establish and embed an environment that allows pupils to learn effectively which takes place when each child feels secure, successful and happy.

This policy helps us to maintain a consistent approach to promote, develop and embed good behaviours for each child's journey in learning and later on in life. **Acceptable standards of behaviour and work depend on the example of each person; we are all role models.** Everybody working in the school must commit themselves to making any changes necessary to ensure high standards of behaviour. Therefore, it is vital that the children see all adults in school acting in accordance with the principles of this policy.

At St Mary's we seek to understand the roots and reasons why children are making particular choices and we seek to address these roots and reasons rather than falling into the trap of labelling children as 'naughty'. We recognise that we need to love and care for children first and foremost. From the place of caring for the child, we can put consequences and boundaries in place that will help our students to learn how to make good choices. As practitioners, we want to build, maintain and value calm and purposeful learning environments that counteract the stresses and strains that can affect us all for different reasons – both as learners and as staff.

As we begin to introduce [Zones of Regulation](#), this will become embedded as part of our response to helping children to understand and take control of their emotions and choices. At present, this is being used with small groups of children.

At St Mary's we value the book, *'When The Adults Change Everything Changes'* (Paul Dix) and some of our choices have been informed by this text.

Staff at St Mary's are becoming familiar with [West Sussex Ordinarily Inclusive Practice](#) and this document will be a tool referred to and used as part of our consideration for different learners.

## **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated with equity, shown respect and are engaged in good relationships
- To refuse to give learners undue and disproportionate attention for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To be known within the community as a school where excellent behaviour is the norm
- To ensure that excellent behaviour is a minimum expectation for all

## **Purpose of the policy**

To provide simple, practical procedures and instruction for staff and learners that:

- Recognise behavioural norms and expected standards
- Positively reinforce behavioural norms and expected standards
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Provide insight into some patterns of behaviour
- Provide further tools and resources that may be of help

The main body of this policy starts with expectations of adults because our own behaviour is the key in having an impact on the children that we care for. If we do not have high expectations of ourselves, then we have no right to have high expectations of our children.

**ALL Adults are expected to:**

**1. Begin each day with a 'fresh start' attitude – for themselves and their learners.**

*This doesn't mean that a consequence for a previous issue cannot be carried forward, this may be needed, but it does mean that it is dealt with calmly and with a 'fresh start' attitude. Revisit rules and expectations whenever this is needed – even if it means a whole lesson slotted in to refresh everyone.*

**2. Engage with every learner in a positive way upon arrival.**

*In nearly all cases this will include meet and greet at the door.*

**3. Refer to 'Our Golden Rules'.**

*Deal with primary behaviour ([Bill Rogers advice – Dealing with distractions confidently](#))*

**4. Be relentless in the pursuance of positive, trusting relationships with all learners.**

*([Bill Rogers advice – Establishing trust to enable classroom cooperation](#))*

**5. Model positive behaviours – eg, be kind, be patient, apologise when wrong.**

**6. Plan lessons that engage, challenge and meet the needs of all learners.**

**7. Use a visible recognition mechanism throughout every lesson.**

*Dojos, stickers and verbal praise may be used, amongst other rewards that teachers develop within classes. Some children may have a 'Checklist for Travel' which may have particular, personalised reward systems.*

**8. Be calm and give 'take up time' when going through steps. Aim to prevent negative situations and/or de-escalate so that sanctions are not needed.**

*See de-escalation section – below.*

**9. Retain ownership and engage in reflective dialogue with learners. Adults should seek to manage the behaviour within their own class, thus maintaining their position of authority.**

*([Paul Dix advice – Pick up your own tab](#))*

**10. Never ignore situations that need addressing – always follow up.**

*However, be aware of focussing calmly on the primary issue. Tactical ignoring of the secondary behaviour may be necessary. ([Bill Rogers advice – Primary behaviour](#)). In some situations, this may require leaving a situation and then coming back to it in order to give a*

*child (or an adult) time to calm down or recalibrate. The point is, that poor choices should not be ignored.*

**11. Be consistent. Say what you mean and mean what you say – never make empty promises whether positive or negative.**

**12. Help to build an ethos in which staff are a ‘united front’ that provide a safe and caring environment.**

*If there is a serious problem, speak to a member of SLT. Otherwise, provide support to your colleagues even if you may have approached things differently. The children need to have those positive and supportive relationships modelled. Be part of the solution, not part of the problem.*

**13. Build trusting relationships with parents/carers and keep them informed of what is going on.**

*Parents and carers are stakeholders! They have every right to be kept informed; if they only find out that there is an ‘issue’ when it is beginning to get serious or it appears on a report, they have every right to feel frustrated. Speak to parents and carers as soon as you are concerned and get them on board so that you are ‘singing from the same hymn sheet’. Speak to them in a non-confrontational way – ask if they have any ideas, insight or suggestions about why this or that may be happening.*

**14. Engage in CPD and study that is relevant to understanding needs of children.**

**15. Keep reasonable records of situations occurring with children’s behaviour.**

*This does not have to be everything in great detail but serious incidents and any build up of regular incidents should be recorded on Cpoms so that we can build a picture and see how best to support the children.*

**16. Use [Ordinarily Available Inclusive Practice](#) as checklist when met with challenging situations.**

*Class teachers and teaching assistants should find the relevant section of the document and highlight or tick the strategies that they have tried when dealing with particular behaviours. The document can then be used to find other possible routes and ideas to help with different situations.*

**17. Behave in a controlled and calm manner – respond rather than react.**

*It is essential that adults are responding rather than reacting. If staff are feeling frustrated, they should take some time away from the situation to regain control.*

*Whilst it is important to follow up with children, sometimes we need to recognise that children and adults need ‘Cool Off’ time. Sometimes, engaging in a debate or an argument is unhelpful and only escalates the situation – ‘pick your battles’. Eg: A child is deliberately bouncing a ball and looking to see what you will do, it may be worth ignoring until a later*

*point rather than fuelling a fire by making a big thing out of it – talk to them quietly after the event.*

*Whilst we accept that there may be occasions when a loud, firm voice is necessary, we do not expect children to get inappropriately verbal or physical and, therefore, we **MUST NOT** behave in this manner and pass it off as acceptable... just because we are the adults. We are role models.*

## **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation or without having been kept informed along the way. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In terms of handling consequences, senior leader intervention should be a last port of call when the behaviour policy has been followed through and all other avenues have been exhausted.

In the first instance please speak to SENDco or Deputy headteacher.

### **Senior leaders will:**

- Meet and greet learners at the gate or in classrooms throughout the day
- Be a daily, visible presence around the site and especially at times of great movement
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Give advice, regularly share good practice, disseminate updated information and relevant CPD
- Support middle leaders in managing learners with more complex behaviours
- Regularly review provision for learners who fall beyond the range of written policies

## Rules

Embedding a positive behaviour culture requires the establishment of an orderly community through a proactive rather than reactive approach. This is achieved by modelling and embedding our values by living out a specific set of rules with the children – ‘Our Golden Rules’. These are displayed in each classroom.

### Our Golden Rules

**1 We will always listen and try to understand people’s differences.**

*We are polite and helpful and honest with each other and only say and do kind things. We listen to each other and look at the person talking to us. We work hard and let others do their work. We put our hands up to ask or answer questions so everyone gets a fair chance. We only use people’s proper names.*

**2 We will move sensibly and quietly around our school.**

*We walk on the left in corridors when necessary. We will hold doors open for people. We move around the school quietly and sensibly.*

**3 We will keep our hands, feet and possessions to ourselves.**

*We will keep our hands and feet to ourselves and not hurt other people around us.*

**4 We will look after the school and always take care of it.**

**5 We will sort out our problems by working them through with each other or an adult.**

*We will ask an adult to help if we are upset*

**6 We will talk kindly to everyone.**

## Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Our staff understand that at St Mary’s Primary School praise develops a positive atmosphere in the classroom. This cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. Praise is key to developing positive relationships, including those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is **over and above**. This may take the form of a positive note home, a phone call or a face to face chat. Children who follow Our Golden Rules may be acknowledged with achieving Dojo points.

Children who go over and above will receive rewards and recognitions of achievement including stickers, receiving class certificates, extra time Headteacher awards, leadership roles and other rewards depending on what needs to be recognised.

### Vine Leaves

Children are nominated for Vine Leaves for showing the explicitly Christian values that we discuss during worship and these are displayed in our main hall.

## Kindness Shield

The Kindness Shield is awarded to one child each month to recognise the kindness that they show. One child from each class will be chosen for student of the week based on Class Dojo rewards.

## Managing Behaviour

Engagement with learning is always our primary aim at St Mary's Primary School. For the vast majority of our learners a gentle reminder is all that is needed. There are some occasions when a sanction is necessary, however steps should always be gone through with care and consideration, taking individual needs into account where necessary (this does not mean ignoring poor choices as this does not help the child to develop social skills, it may, however, mean speaking differently, allowing more take up time or giving an alternative, or dealing with the consequence at a later point in time, for example). Praise the behaviour you want to see.

### 'Attention Seeking' – Connection Seeking

What is commonly referred to as 'attention seeking' needs to be considered carefully. It is widely understood that 'attention seeking behaviour' is actually a need for validation and connection ([Autism Live – Empty Buckets from 23:00](#)). Therefore, children who appear to be attention seeking are often those who need to have their 'buckets filled' with as much positive reinforcement as possible. As often as possible, this needs to happen first thing in the morning and then throughout the day so that the child recognises the joy of reward for positive behaviour choices and relationships. It is also understood that children who are seeking connection or attention will generally *prefer* positive attention, but *will settle* for negative attention if this is all that they can actuate from the adults and children around them. This can become a vicious cycle and one that we want to avoid.

### De-escalation

Linked to the point above, in many situations, we need to seek to 'remove the fuel'. Tackling a negative situation is not about 'winning', but all too often we can fall into the trap of being too keen to get our point across. De-escalating can be the most powerful tool in addressing a difficult situation. Giving a child the opportunity to come out of a situation that is getting heated can be a solution; distracting the child from the situation can also provide a solution. An example would be, *'Oh, I forgot that you had that football match at the weekend, how did it go?'*. When people feel angry, they usually get defensive; anger or hurt can feel like a one-way street with no way out, providing an easy way out can be the kindest thing that an adult can do.

In situations that are becoming heated, or when a child is in the red zone, a consequence may be best explained and served when the child has calmed down and can see things more clearly.

([SEMH Strategies – 10 de-escalation strategies](#))

1. Limit eye-contact
2. Maintain a neutral facial expression
3. Maintain a neutral tone of voice
4. Open postures & gestures
5. Responsive timing and intensity
6. Avoid the word 'no'



7. Use the 'when/then' rule
8. Re-focus the conversation
9. Distraction
10. Repair and restore relationships

### **Practical steps in managing and modifying poor behavioural choices**

- Learners are held responsible for their behaviour.
- Staff will deal with behaviour without delegating.
- Staff will use the steps for dealing with poor conduct.
- It is the aim that learners should be kept at steps 1 and 2 for as long as possible.
- Any form of humiliation or sarcasm is not acceptable.
- Every effort will be made to maintain safety and retain all children's access to learning.
- Efforts will be made to establish the truth of a situation and a 'Cool Off' period may be advisable. However, issues must be addressed appropriately and promptly.
- Decisions regarding consequences must be considered, reasonable and not made on impulse.
- Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed below – this is a flexible framework.

## 5 Stages of consequences to negative behaviour

**Negative behaviour** is defined as:

- Breaking of Golden Rule/s
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform – *knowledge of context required by staff*
- Rough play that results in argument/someone getting hurt (this requires staff discretion)

*To reiterate, the following is a 'flexible framework', each situation is individual and may need to be treated differently. Scripts are here to help and not to hinder – they do not need to be adhered to religiously. The key point is that response to dealing with any situations should be calm, polite and measured as far as is possible.*

*It is also worth noting that a teacher may have already given an explicit warning to learners about specific behaviours and therefore would not need to go through a long process before giving a consequence. Professional judgement is required.*

*All staff need to work together in agreement and with a supportive attitude towards one another. In classroom situations, class teachers take ultimate responsibility for behaviour and, therefore, other staff in the classroom should defer to the class teacher to ensure that any **action** taken is agreed.*

Steps	Actions (at any of the following points, an adult may deem it appropriate to give a child 'Cool off' time – see step 4)
<b>1) Redirection / Reminder</b>	<p>In some situations, a simple look is sufficient to redirect.</p> <p>If needed, give a REMINDER:  <i>I noticed you chose to/are choosing to ... (noticed behaviour)</i>  <i>This is a REMINDER that we need to (make reference to Our Golden Rules). You now have the chance to make a better choice</i>  <i>Thank you for listening</i></p>
<b>2) Warning</b>	<p>When a child persists in making the wrong choice and has had a REMINDER, move to a WARNING:  <i>I noticed you chose to/are choosing to ... (noticed behaviour) This is the second time I have spoken to you. This is a WARNING.</i>  <i>If you choose to (noticed behaviour) you will have to (choose proportionate consequence):</i></p> <ul style="list-style-type: none"> <li>- <i>go and work in ... room</i></li> <li>- <i>go to the quiet area</i></li> <li>- <i>have a minute off your break time</i></li> </ul> <p>It may be appropriate to remind the child of a time when they did choose the right thing:  <i>Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.</i>  <i>Thank you for listening / I'm glad we had this conversation.</i></p>

<b>3) Consequence</b>	<p>Speak to the pupil privately (if possible) and explain what is going to happen next.  <i>Because you have chosen to continue... you will need to... (explain consequence clearly and calmly).</i></p> <p>Walk away calmly and avoid getting into discussion.</p> <p><b>Possible consequences:</b></p> <ul style="list-style-type: none"> <li>• 1 minute Time Out (up to 10/15 minutes respectively) out of break or lunch time</li> <li>• 1 minute Time Out (up to 10/15 minutes respectively) out of break or lunchtime to be spent with the teacher inside (this should be avoided if possible as the child needs fresh air)</li> <li>• Up to 15 minutes in another teacher's room to complete work</li> <li>• Speak to parents – this could be at any point and for any infringement, we should always seek to keep parents and carers 'in the loop'</li> </ul> <p>For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for an appropriate length of time to be decided by the adult in charge (if necessary, in agreement with the class teacher)</p>
<b>4) Cool Off</b>	<p>If needed:  Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.  <i>*DO NOT describe child's behaviour to other adult in front of the child*</i></p>
<b>5) Repair</b>	<p>Restorative Conversation using materials supplied by SENDCO or several questions from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>If needed, a child could be given work to complete at home in their own time which should be communicated to a parent or carer and they should be asked to countersign the completed work.</p>
<p><b>Communication with parents/carers</b></p> <p><b>A formal meeting with parents/carers</b></p> <p><b>A formal meeting with SLT and parents/carers</b></p>	<p>If a child has two incidents in a week requiring consequences, the class teacher <b>must</b> inform parents/carers. <i>In the first instance, this would be an informal chat at the gate or an email (although a conversation is preferable).</i></p> <p>If a child has three or more incidents in a week (or regular incidents) requiring consequences, a more formal meeting with parents/carers needs to be arranged BY the class teacher WITH the class teacher (SLT may be invited to attend if necessary).</p> <p>When this first meeting has taken place, it may be necessary (if things do not improve) to have a further formal meeting with the parents/carers, class teacher and a member of SLT.</p> <p><i>The class teacher needs to communicate with SLT regarding the situation so that everyone is in agreement. If a member of SLT needs to be present, this can be agreed – please make sure that everyone can make the meeting, before agreeing a date and time.</i></p>

<b>Individual Behaviour Plan</b>	Children who regularly receive more than 3 consequences in a week will be discussed with SENDCO and/or SLT and may be considered for an Individual Behaviour Plan (Checklist for Travel).
<b>Exclusion</b>	A serious breach may lead to a fixed term exclusion as investigated and decided by the headteacher.

## Serious misbehaviour and serious incidents

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be recorded on Cpoms and referred to a member of SLT - such incidents *could* include:

- Leaving the classroom without permission or prior arrangement/agreement (this is dangerous)
- Aggressive and deliberate fighting or hurting (not play fighting)
- Throwing objects that could hurt others, overturning tables etc
- Hurting children or adults in anger
- Repeated breaches of the school Golden rules
- Any form of bullying
- Sexual assault - any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Refusal to cooperate and comply
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Inappropriate name calling
- Possession of any prohibited items
- Using abusive/offensive language
- Dangerous behaviour (deliberate misuse of fire doors, throwing objects or furniture, leaving rooms without permission)

Exclusion may be used by the headteacher in situations where all other potential solutions have been exhausted.

### Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

## Children with additional needs

Some children with SEND, SEMH or who are having a difficult time, may become 'outliers' and may need to have special agreements or plans put in place. These will happen in communication with the child, the class teacher, a member of SLT and parents or carers where appropriate.

Children with neurodiversity often have 'super-powers'. Imagine if, as staff, we were able to nurture those powers and encourage those strengths.

Be a Mr Jensen [https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)

## Further considerations



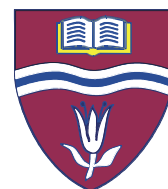
## Letters to Parents

The following letters **may** be used to communicate with parents and carers but verbal communication is always the priority/preference to supplement any other form of communication.

*(Time Out for behaviour letter)*

# St. Mary's CE (Aided) Primary School

*A Christ-centred school with a child centred curriculum*



Dear parent,

Today, \_\_\_\_\_, has not been behaving as well as they could in school and spent 15mins in Time Out during lunch, discussing the reasons and impacts of their behaviour and considering how to best move forward.

Reason for Time Out:

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It is important that your child understands the need to follow our school rules and I would appreciate it if you could discuss their behaviour with them.

At this stage I am confident that a reminder of how to behave appropriately will be sufficient and I thank you for your support in this.

Yours sincerely,

\_\_\_\_\_ (Staff member at time of incident)

\_\_\_\_\_ (Date)

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## **Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

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Parent name:

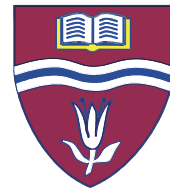
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Parent signature:

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

**St. Mary's CE (Aided) Primary School**  
*A Christ-centred school with a child centred curriculum*



Dear parent,

Following my previous correspondence regarding behaviour, I am sorry to inform you that your child, \_\_\_\_\_ is still struggling to adhere to our school rules and has now been in in a further Time Out Session.

Reason for Time Out:

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I would appreciate if you could pop in after school or arrange a convenient time for you to meet me after school so we can discuss a way forward. Please email, call or find me in the playground at the end of the day to schedule a convenient time for you.

Yours sincerely,

\_\_\_\_\_ (Staff member at time of incident)

\_\_\_\_\_ (Date)



## St. Mary's CE (Aided) Primary School

*A Christ-centred school with a child centred curriculum*



Dear parent,

I am sorry to report that, despite our last informal meeting, \_\_\_\_\_ has continued to display behaviour that does not follow our school rules.

Following our school's Behaviour Policy, we believe that your child would now benefit from a more structured approach so I would like to invite you to a formal meeting where we can sit down together, with your child and the school special educational needs co-ordinator (SENCO), to draft an Individual Behaviour Plan.

This plan is constructed with your child, following a discussion which allows us to determine reasons for their behaviour as well as generate helpful strategies that can support day-to-day routines and tasks in school.

I would be grateful if you could attend a meeting with myself and the SENCO, to discuss how we can best support your child in order to secure the best progress in their learning and ensure that they are happy and safe in school.

**Date:**

**Time:**

**Location:**

*(Alternatively, please email class address or call the School Office to arrange a more convenient time)*

Yours sincerely,

\_\_\_\_\_

\_\_\_\_\_ (Date)